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ABSTRACT

The guide provides daily living experiences built around topics of interest to limited English speaking students in special education programs. Units are organized around eight themes: (1) at school; (2) living at home; (3) community, communication, and travel; (4) clothing and seasons; (5) shopping and food; (6) health, hygiene, and safety; (7) recreation; and (8) jobs and careers. Each unit contains general suggestions, specific daily living tasks, English vocabulary, and linguistic structures and idioms. In addition, each unit has sample lesson plans, followed by dialogues, stories, games and writing activities for beginner, intermediate, and advanced level students of English as a Second Language. The accompanying resource activities packet provides art work and activities for duplication. (CL)

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DAY BY DAY

IN ENGLISH: AN ESL-SEDAC

DAILY LIVING SKILLS RESOURCE ACTIVITIES GUIDE

BOARD OF EDUCATION CITY OF NEW YORK
DIVISION OF SPECIAL EDUCATION
OFFICE OF PROGRAM DEVELOPMENT
CURRICULUM DEVELOPMENT UNIT

FINAL EDITION

FC 180 204

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FOREWORD

Acquiring English as a second language skills is vital for all limited English-proficient students. Bilingual students in special education classes require practical English for successful interactions at home, at school, in the community, and on the job.

Day by Day in English provides daily living experiences, built around topics of interest and importance to students. Emphasis is placed on active student participation and problem solving as well as planning for high school and careers.

It is hoped that Day by Day in English, which centers around life itself, will develop new levels of understanding and open new doors of communication for limited English proficient students in special education programs.

Edward M. Sermier
Chief Administrator

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Day by Day in English: An ESL-SEDAC Daily Living Skills Resource Activities Guide, is a project supported by Title VII federal funds. It is a curriculum project prepared for the Division of Special Education, Edward M. Sermier, Chief Administrator, Gloria B. Cole, Director, Office of Program Development.

This Guide was prepared as a project of the Division of Special Education, under the direction of the Curriculum Development Unit, Lorelle Lawson, Administrator. Appreciation for consultation and assistance is given to Edith Wolf, Administrator, Staff Development, Allison Tupper, Administrator, Reimbursable Programs, Nivia Zavala, Director of the Office of Bilingual Services. Phyllis Ziegler, Director of ESL, with the cooperation of Nilda Soto Ruiz, Director of the Office of Bilingual Education, served as liaison.

The curriculum project was designed and edited by Frances Segan, Coordinator of Project ESL-SEDAC. Georgina Correa, I.S. 134X; Shoshana Grun, Chapter I/ESL Non-Public Schools; and Mildred Mendez, P.S. 93X, served as the principal writers of the final version of Day by Day in English. Dolores Soldo, COH-District 21, was the illustrator for the project.

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The publication of this project was under the supervision of the Division of Special Education Curriculum Development Unit and Project ESL-SEDAC, Division of Special Education.

August, 1984

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INTRODUCTION

Day by Day in English is a curriculum project developed with Title VII funds for Project ESL-SEDAC. Project ESL-SEDAC is a city-wide, English as a Second Language project that serves Hispanic, Chinese/Indochinese, and Haitian students in bilingual special education classes.

The daily living skills areas that contain key ESL vocabulary, structures, and expressions, have been selected because they represent essential, survival needs for students who come to live in New York City.

Day by Day attempts to present English language expressions through practical and meaningful contexts, for example: interacting with new friends on the playground, taking care of a younger brother or sister at home, moving into a new neighborhood, shopping at a community flea market, dressing comfortably guided by the weather forecast, solving problems during emergencies, visiting an amusement park, and learning about high schools that offer a special program for students interested in photography.

Both task analysis and a spiraling curriculum approach are used in Day by Day in English. In each unit, a sample objective has been divided into sub-tasks to assist teachers with the developmental approach in instructional planning of daily living tasks.

Daily living tasks are delineated and English vocabulary, structures, and tenses are repeated where possible throughout the curriculum. Socialization experiences are also included within dialogue or story formats to encourage class discussions and evaluation of behavior in specific situations.

The final edition of Day by Day in English is accompanied by an ESL-SEDAC Resource Activities Packet. The packet contains art reinforcement activities as well as selected exercises from each unit. Teachers should find the format and topics useful and conveniently arranged to meet students' varied learning needs.

HOW TO USE THE RESOURCE ACTIVITIES GUIDE

Day by Day in English contains complete units that are designed around specific themes. Each unit has general suggestions, specific daily living tasks and English vocabulary, linguistic items, structures, and idioms. In addition, each unit theme has sample lesson plans to follow. A third section of the unit contains assorted dialogues, stories, games, and writing activities to be used with beginner, intermediate, and advanced-level ESL students. In this way, teachers will be free to select from among the activities to meet the individualized needs of students according to their level of proficiency in English as well as to their need to master specific skills of auditory comprehension, speaking, reading, or writing.

Use the sample lesson plans to present all four communication arts skills. Conduct situational role-playing with dialogues and use some of the stories orally to reinforce listening and conversational skills; present reading skills through the use of rebus stories, word find games, maps, and experience stories to increase vocabulary and comprehension; encourage writing skills through a variety of activities such as filling in a class list, writing a letter, and completing a job application. All skill activities should be sequential and allow a flexible amount of time for mastery by all students. Teachers will use several days, even weeks, to complete the sample lessons and units.

Teachers will find the curriculum guide easy to use with additional ESL textbooks, tapes, and audio-visual materials that focus on the development of English language survival skills and key vocabulary and idioms. The ESL-SEDAC Resource Activities Packet provides teachers with art work and activities that can be easily duplicated to complement the Guide. Each activity page is indicated by an asterisk in the margin of each unit.

Finally, to allow the teacher to integrate ESL activities throughout the school day, a variety of activities are suggested. Remember to involve students in activities that develop daily living skills through all sensory modalities such as sound, touch, taste, smell and sight. Contrast environments in the home, school and community with other experiences that your students from culturally diverse backgrounds may have known.

UNIT I

AT SCHOOL

SELECTIONS FROM MINIMUM TEACHING ESSENTIALS

Content Area	Concepts/Skills
Social Studies	
Kindergarten	How Do We Live Together in the Classroom? How Do We Live Together in the School Environment? p. 117
Grade 1	People Live in Groups- Families, School, Play and Work Groups. p.138
Grade 2	How are People Brought Closer Together Through Transportation? p. 163
Communication Arts ESL	
Kindergarten	Listening and Speaking Skills. pp. 41,43,47
Beginning Intermediate	Structural Analysis: Nouns, Verbs, Demonstratives, Questions. p.78

SAMPLE TASK ANALYSIS

TOPIC: AT SCHOOL

GENERAL OBJECTIVE: Travel to School

SUB-TASK ANALYSIS	ESL SKILLS
1) Upon hearing a recording of different sounds, students will select the sounds that depict a busy street by raising their hands.	Listening
2) After viewing a film on travel safety, students will describe why it is safe to cross at the corner.	Speaking
3) Students will verbally list directions for crossing the street in sequential order.	Speaking
4) Students will read crossing safety rules and will select the key words of each rule.	Reading
5) Teacher will read a story about Carlos waiting for the school bus (in Unit I). Students will listen for details and select details from mixed sentences.	Listening
6) Students will read the story about Carlos independently.	Reading
7) Students will recall details about the story on Carlos by answering, who, what, when, where, how and why questions.	Speaking
8) Students will choose the main idea of the story by selecting one picture out of four that describes the story's theme. (Activity Sheet #1).	Listening
9) Students will write a short paragraph using the vocabulary words by expressing their experiences on traveling to school.	Writing
10) Students will demonstrate how they get to school in a simulated street scene in the classroom.	Listening

TOPIC: THE SCHOOL

SUB-TOPICS

1. Travel to School
2. Identify Immediate Surroundings
3. Follow a Daily Schedule (Classroom Responsibility)

General Objectives

Students will:

1. role-play daily travel to school
    a. walk
    b. school bus
    c. public transportation
2. find and identify exits from school building in case of emergency
3. locate main offices
    a. general office
    b. nurse's office
4. discuss patterns in school schedule
    a. job routines
    b. travel to and from bathroom (lavatory)
    c. cafeteria routines
    d. location and use of library facilities

Vocabulary

Introducing Travel

bus	stop	exit	get on
bus stop	go	seat belt	get off
walk - don't walk	matron	finally	hurry

The School

door	desk	paper	office
closet	eraser	notebook	cafeteria
chair	counter	flag	auditorium
gym	boys	girls	library
librarian	bookshelves		

The Cafeteria

tray	plate	napkin	cup	spork (spoon and fork)

Idioms

all right	pay attention	something the matter	right here
on time	by heart	slowly	to stay away from
by memory	used to	take care of	give attention to

Structures

- Statements "Yes" or "No"
- Subject Pronouns
- Demonstrative Pronouns
- "And" or "but"
- Compound Sentences
- Present forms of the verb "to be"
- Nouns
- Possessive Pronouns
- Plural and Singular Nouns

Suggested Motivational Activities

Travel

1. Present a film depicting travel on a school bus
2. Posters - presenting traffic signs
3. Magazine cut-outs showing everyday activities involving children and adults at school

Immediate Surroundings

1. Teacher-guided tour of the school building
2. Pictures of a child who is ill at school and discussion of what actions can be taken
3. Use of picture story books

Daily Schedules and Responsibilities

1. Family puppets showing chores at home vs. school
2. Use magazines to look for pictures of people doing different chores
3. Have a box/bag with hand drawn or cut outs of pictures showing classroom jobs involving children. Have children identify jobs.

Useful Materials

- Experience Charts
- Poster Cards
- Flash Cards
- Magazines
- Commercial Rexos
- Realia
- Scissors
- Pencils
- Paper
- Oxford Picture Dictionary of American English and Wall Charts

AV Equipment to Individualize

- Filmstrip Projector
- Record Player
- Overhead Projector
- Cassette Recorder and Headphones
- Language Master

SAMPLE LESSON PLAN 1

Survival Skill - Traveling to School on the School Bus

Level of Functioning - Beginner

Behavioral Objective

Students will discuss or role-play alternate ways to get to school when the bus is late.

Vocabulary - schoolbus, late, boy, here, happy, sad

Structures - Present tense of verb "to be"
Idioms - "to get on," "to get to"
Prepositions - to, on

Motivation

Carlos is crying. The school bus is late. He cannot get to school. It is Carlos' birthday and the teacher is having a party. Carlos must go to school. Ask the following question:

What is Carlos going to do?

Materials

- Blackboard
- Flannelboard figures such as: bus stop, bus, boy, and sad face
- Flannel stick on tape

Activities

1. Begin with motivation
2. Insert each flannel board figure. Allow time for students to listen to words carefully. Repeat words.
3. Point to each item and ask students to name them.
4. Introduce vocabulary words, such as "here," "sad," by writing them on the board. Have students say each word.
5. Write given statements on the board. Allow time for children to learn vocabulary words. Read slowly to enable students to repeat afterwards. Tape flannel board figures next to the appropriate sentences.

Statements

This is a school bus.	The school bus is late.
This is Carlos.	Carlos is late.
This is the bus stop.	The bus stop is here.
This is a boy.	The boy is late.
Carlos is a boy.	The boy is here.
Carlos is sad.	

Summary Drill

The bus is late.
The boy is sad.

6. Discuss with students how they would go to school. Introduce idioms. Have students do role-playing as they say:

I get on the bus.	You get on the bus.
We get on the bus.	They get on the bus.

Repeat similar procedure with "to get to"

7. Form two groups. Have students face each other and repeat the following statements:

Group 1	Group 2
1. Carlos is at the bus stop.	1. The boy is at the bus stop.
2. Carlos gets on the bus.	2. Carlos gets to school.
3. Carlos is in school.	3. Carlos is happy.

Both Groups:

Carlos is happy.
He got on the bus to get to school.

8. Have students sit in a circle and retell the story using the flannel board.

* Distribute Activity Sheet #1 to the students. (CARLOS GOES TO SCHOOL) Have students number the events in sequential order. The pictures can also be cut out and rearranged in order.

Alternate Activities

Use pictures of people and animals which elicit different emotions: Humor, anger, frustration, sadness, happiness. Have children make stick puppets and create a story for dramatization.

Suggestions for Other Levels

Older students can draw posters or create cartoons around theme dealing with the school situations.

Applications for an Integrated Day

Language Arts	Use vocabulary words and write an experience chart.
Social Studies	Teacher could integrate activities when teaching map skills or when developing a unit on feelings and emotions.
Art	Make a collage of items found in the cafeteria, in the playground, and in the classroom.

Student Evaluation

1. Ask the following questions based on the introductory story and dialogue. Have students respond in unison and then individually.

   Example

   Teacher: Who is the boy?

   Class: Carlos is the boy.
   or
   It's Carlos.

   a. Who is late?
   b. Where is the bus?
   c. Who is sad?
   d. Why is the boy sad?
   e. Who is at the bus stop?
   f. Why is Carlos at the bus stop?
   g. Why is Carlos happy?

2. Use a small box with assorted figures. Have each student reach in and name the one he takes out.

Teacher Self-Evaluation

1. Did an actual school tour help to orient your students?

2. What words or sounds presented difficulty for individual students?

3. Were your students able to suggest their own statements in the dialogues?

4. Which learning experiences are most useful with your group--oral stories, role-playing, etc?

SAMPLE LESSON PLAN 2

Survival Skill - Following a Daily Schedule

Level of Functioning - Beginner

Behavioral Objective

The student will follow the daily lunch time schedule.

Structure - Present forms of the verb "to be"
Pronouns
Nouns - Plural and Singular

Vocabulary -	refrigerator	tray	courteous
	counter	container	finally
	spork	schedule	

Motivation

1. Show the students two pictures. One picture shows students seated and having lunch. The other picture shows a group of students standing on line waiting to be served.

2. Use a direct question to start a discussion about the pictures. For example: What different things do you see in each picture? Keep the discussion going for about 5-10 minutes.

Materials

. Pictures of a lunchroom
. Pencils and paper
. Copies of the story
. Teacher-made rexo
. Filmstrip showing lunchroom situation

Activities

1. Begin with motivation.

2. Show the students a short film about a class going to lunch. Allow them to talk about the things they see. Ask them what they would do if they were in the lunchroom. End the film and discussion.

3. Follow the film with a song the student can sing to remember the schedule. For example, use this song to the tune of "Here We Go Around the Mulberry Bush."

This is the way we go to lunch, go to lunch, go to lunch
This is the way we go to lunch every single day.
First we go and form a line, form a line, form a line.
First we go and form a line every single day.
Then we go and get our trays, get our trays, get our trays
Then we go and get our trays, in a courteous way.
Last of all we eat our lunch, eat our lunch, eat our lunch
Last of all we eat our lunch, then go out to play.

4. Have the students sit at their desks before going on the next activity.

5. Evaluation

Alternate Activities

1. Provide pictures of lunchroom items and a set of name cards. Have students match the pictures with their names. Names can be singluar or plural.

* 2. Distribute activity sheet #2 about lunchroom activities. (THE CAFETERIA) Have students circle the selected cafeteria items. Then they should complete the words under each item.

Applications for an Integrated Day

Science — While doing a science lesson such as growing plants, the students must follow a sequence (plant, seed, water, spread dirt, provide sunlight). In a lesson such as this, the students once again has to follow a set routine or schedule.

Nutrition — Have students make paper lunch bags or boxes. Then they can make a list of their favorite foods for lunch.

Math — Telling time and following the daily class schedule.

Art —

1. Give students molding clay or papier mache. Have them make items found in the cafeteria. They will name each item then display them on a table.

2. Older students can make charts of all the possible things they eat for breakfast and lunch. Make display cards with these items to share in class.

Suggestions for Other Levels

1. For students on a higher level, use magazines and let them look for pictures of lunchroom related items. Provide scissors, paste, paper and allow sufficient time to make a collage.

* 2. Distribute activity sheet #3 to students. Read the instructions and stories to the students. Then students should complete each activity.

Student Evaluation

1. Present a situation such as: "Today I (teacher) cannot take you to the lunchroom. You must go alone. Tell me what you would do?"

2. Give the students paper and pencils. Ask them to list, in order, the steps they would follow to get lunch. Follow it up with some role playing in the classroom. Ask for volunteers for the role playing.

Teacher Self-Evaluation

1. Do all your students know the daily schedule?

2. Were you able to arrange a visit to the cafeteria to experience and name utensils and food there?

3. Did the students enjoy the lunch time song?

4. Were more advanced students able to complete the sequence activity with success?

SAMPLE LESSON PLAN 3

Survival Skill - Identify Immediate Surroundings in School

Level of Functioning Beginner and Intermediate

Behavioral Objective

Student will deliver a message to a teacher in a different classroom, following specific directions.

Vocabulary row, seat, message, answer, classroom, pass

Structures - Present tense of verb "to be"
Question format using verb "to be"
Nouns

Motivation

Take the students on a brief tour of your floor, pointing to the other classrooms, the teachers' names and class numbers. Make sure you spend time identifying your own classroom door.

Materials

Paper, pencils, classroom pass

Activities

1. Follow the suggested motivation.

2. Identify the rows and seat numbers in your classroom, modeling:

   This is row 1, seat 1.
   This is row 1, seat 2, and so on for all the student seats.

3. Place a previously prepared label on each student's desk on which you have written:

   Child's Name
   Row (Number)
   Seat (Number)

4. Direct students to read what the label says using the following pattern:

   I am (child's name).
   This is row (#).
   This is seat (#).

5. Open your classroom door and point to your name, class number, etc.

   . Identify yourself, reading the information printed on the door.
   . Write your name, room number etc, on the blackboard.

6. Write a message to one of the students on a piece of paper, fold the paper over and write the student's name, row number and seat number on the outside of it.

   The student should answer with a simple "yes" or "no." Example:

   "Are you in row 2, seat 1?"

   Note: Sufficient messages can be prepared so every student in the group gets a turn to deliver and receive one.

7. Give your "message" to one student with the instruction:

   "This message is for Jason Eng. He is in this classroom. Please give it to him and wait for an answer."

8. Student must compare the name and numbers on the "message" with those on the student's desks to give it to the correct person.

   All students should have an opportunity to do this task.

9. Teacher will now write the name, class identification and class number of another teacher on the same floor on the blackboard.

   . Write a message on a piece of paper to that teacher, fold the paper, and copy the name, room number etc. that you have on the board.

   . Direct one student to take this message to the teacher whose name appears on the message and to wait for an answer.

   . Student will have to compare the information on the classroom door with that written on the message, wait for an answer, and return to you.

Alternate Activities

1. Direct students to bring in the classroom number, identification, etc. of a sibling or friend in school and write a simple message to him/her. Two students can deliver the notes to the different classrooms. (Work out arrangements with other teachers ahead.)

2. Direct students to write or draw pictures for the Principal, address the message, and deliver them to the general office.

3. Students will find and identify exits from school building in case of any emergency.

   Teacher can ask after teaching/drilling class, where the exits are, and how they would leave the building in the event of an emergency.

Application for an Integrated Day

Map Skills Have students help to make a floor plan and directory of important offices in the school, such as the nurse's office, the principal's office, the auditorium, etc.

Suggestions for Other Levels

Beginner Level Have students compare only names of other classmates with the name on the message.

Advanced Level Students will be able to deliver a message to another classroom without having to have the information written on the outside of it. Student will be able to listen for the same information, and find the correct room.

Student Evaluation

1. Direct students to write a message to another student in the class, label the outside with the correct row # and seat #. Assign different students to "deliver" these messages to the class.

2. Have one or two children deliver a written message. For example, have the student take a message to the main office, or nurse's office, custodian, etc. The student must deliver the message and return with a written or verbal response.

   Note: This activity should be accomplished during a reasonable amount of time. Take into consideration the individual student and the location of the offices.

3. Provide the student with paper, pencils, and crayons. Tell the student to illustrate a typical day in the classroom. The student should be able to draw himself involved in some type of activity.

4. Have students write their own message to a sister/brother or friend.

Name_____ Date_____

P.S._____ Class_____

5. Select two or three students. Present them with a problem such as: Kim slipped on a piece of chalk and bumped her head.

   Say: "What can we do to help her?" The students will role play a trip to the nurse's office and begin a dialogue to fit the situation presented.

Teacher Self-Evaluation

1. Was the activity too long? too short?

2. Was the interest maintained during the message delivery activity?

3. How would you expand the activity and include other offices?

4. Did the activity help the students feel more comfortable finding their way around the school?

RESOURCE ACTIVITIES

Listening and Speaking

1. Dialogue: The School Bus

José: Hurry, E.T., the school bus is here! It is on time.

E.T.: Here is a seat and a window.

José: There are children with seat belts.

E.T.: There is the emergency door to get off the bus.

José: This is our stop. Here is the school.

2. Oral Story and Dialogue: On the Playground

The fourth graders are in the school yard. A group of girls are jumping rope. Valerie, a new girl in school, has a sprained ankle and is not able to run or jump. She wants to help the other girls. One girl turning the rope sees Valerie all alone.

Rose: Look at Valerie. She is standing all alone.

Olga: So what. We have enough girls jumping rope.

Julie: I don't think she knows how to jump rope, anyway.

Rose: Maybe we can ask her to just turn the rope.

Olga: Okay. Then I can have more time to jump rope.

Rose: Valerie! Come on over and play with us.

Valerie: I cannot jump. My ankle is sore.

Rose: That's all right. You can help turn the rope for us.

Valerie: Oh, I can do that!

3. Oral Story and Dialogue: Daniel's First Day at School

Daniel is a young Haitian boy. He speaks French and Creole. He doesn't speak any English at all because his parents just moved to New York City from Haiti. On the first day of school, a relative who had lived longer in New York City takes Daniel to his new school. After his admission to the school, Daniel is taken to his classroom. He feels lost, strange, and so new!

Teacher to Daniel:	Good morning, Daniel. Welcome to our class!
Teacher to the class:	Boys and girls, this is Daniel. Say "Good morning" to him. He came from another country and he is going to be a member of our class.
Class:	Good morning, Daniel.
Teacher to Daniel:	Daniel, do you speak any English?
Daniel:	Non (no).
Teacher to Daniel:	Do you understand some English?
Daniel:	Oui (yes).
Teacher to Daniel:	Good, Daniel! You know what? I am going to give you a buddy to help you in class.
Teacher to a child:	Lori, I am going to sit Daniel next to you. You will be his buddy. You will help him out with the work we do in class.
Lori:	Yes, Mrs. X (teacher's name), I will help Daniel out in class.
Teacher:	Thank you, Lori. Daniel, you may take that seat next to Lori.

Vocabulary

relative, admission, strange, member, buddy

Idioms

at all	to just move	to feel lost
you know what	to sit next to	to help out

4. Dialogue: In the Cafeteria

NOTE: Vocabulary words can be changed to suit lesson, for example, breakfast, lunch.

Kim and Daudet are in the school cafeteria for breakfast. They are in line and take a tray.

Kim: Is this orange juice?

Daudet: Yes, it is. Here is the cereal.

Kim: Here are the containers of milk.

Daudet: Our breakfast is ready. There is a table.

Structures "to be" present tense, singular, and plural nouns, object pronouns. Questions with "to be"

5. Dialogue: In the Cafeteria

Level: Intermediate - Advanced

The class is in the cafeteria helping Narses, the new student at lunchtime.

Lee: Look, Narses, this is your tray.

Juan: This is a hamburger and a roll. The hamburger is meat and the roll is bread.

Narses: Is this a spoon or a fork?

Lee: It is a spoon and a fork. It is a "spork."

Juan: It's for the French fries and the applesauce.

Narses: That's a good idea!

6. Dialogue: Using the room pass.

Carline is in her classroom. She wants to go to the lavatory. There is a pass for the bathroom.

Carline: Miss Perez, is this the pass for the bathroom?

Miss Pérez: No, it is not. That is a color chart. Here is the pass. Today Win-Win is your partner.

Carline: Is the bathroom on this floor?

Miss Pérez: Yes, it is. There is a picture of a girl on the door.

Structures Present tense verb "to be", Statements, Questions.

Reading

1. "Match Game"
   Give each student a set of pictures and a list of words that have already been reviewed in class. The object of the game is to match each picture with its name as quickly as possible. The first student to match all the pictures with their names is the winner. Play can continue until 2nd and 3rd place winners are established.

* 2. Distribute Activity Sheet #4. Have students select the correct words to complete each sentence.

3. The Library
   Luis is in his classroom. Ten children are also in the room. The boys and girls are going to the library. There are many books in the library. Luis is reading a book. Other boys and girls are listening to a story.

   a. Where is Luis? _____

   b. How many boys and girls are in the library? _____

   c. Is Luis reading a book? _____

   d. What are other children doing? _____

4. The School
   Liz is in the school building. The main office is there. The principal is in the office. Liz is in classroom 109. All the boys and girls are in the classroom. The teacher is in the classroom.

   a. Is Liz in school? (e.g.) Yes, _____

   b. Is the principal in the office? Yes, _____

   c. Are the boys and girls in the office? No, _____

   d. Is the teacher in the classroom? Yes, _____

   e. Are the boys and girls in the classroom? Yes, _____

* 5. Distribute Activity Sheet #4A. (MY SCHOOL'S FLOOR PLAN)

   a. Have students use pictures to make a sample plan of their school. They can color, cut and paste on a construction paper.

   b. Have students write the name of a special person found in each place depicted on the diagram.

   c. Ask students to select their favorite place and write several sentences about it.

   d. Ask students to discuss and write about special events that take place in each section.

Writing

1. Using Singular and Plural Forms of Nouns.

   Read each sentence. Look at the word in ( ). Write the word in ( ) in its plural forms using s.

   a. There are three _____ on our floor.
      (exit)

   b. Our school has two _____.
      (librarian)

   c. The _____ are all in one pile.
      (tray)

   d. The milk _____ are used for plants.
      (container)

   e. Their _____ are easy to follow.
      (schedule)

   f. All the _____ are in one box.
      (spork)

   g. The bus passes seven traffic _____ every morning.
      (light)

2. Word Recognition. Pronouns

   Write the correct pronoun in each sentence.

   a. _____ is a boy. (He)

   b. _____ am a student. (I)

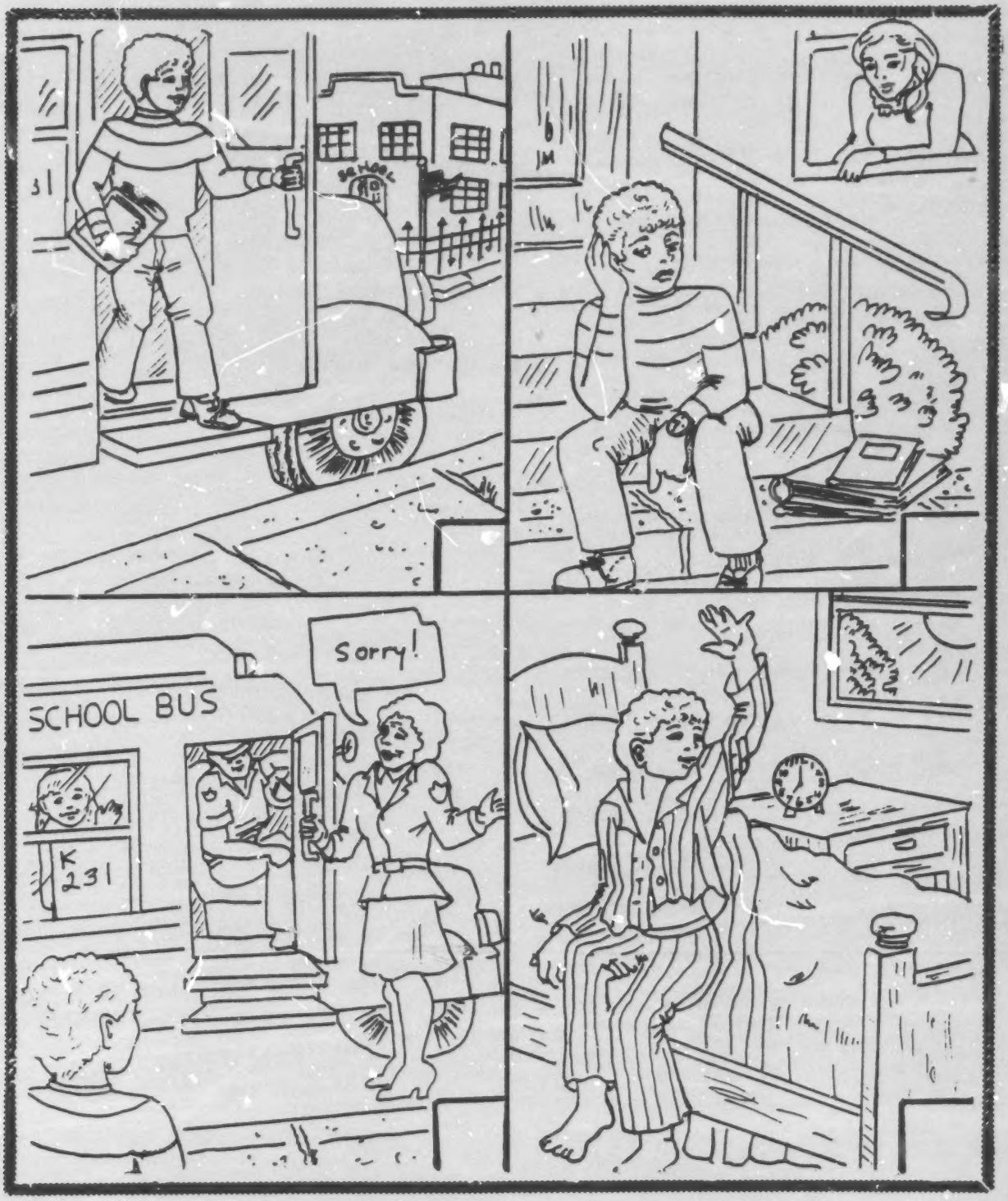
   c. _____ is the teacher (He/She)

   d. _____ are a girl. (You)

   e. _____ are here. (We, You, They)

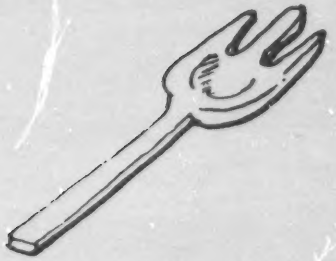
ACTIVITY SHEET #1: CARLOS GOES TO SCHOOL

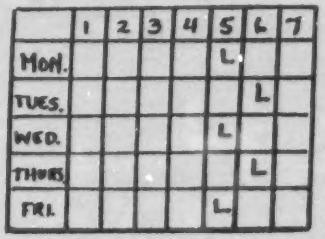
DIRECTIONS: PUT THE PICTURES IN THE ORDER THAT THEY HAPPENED. LABEL: THE FIRST PICTURE [1] THE SECOND PICTURE [2] THE THIRD PICTURE [3] AND THE FOURTH PICTURE [4]



ACTIVITY SHEET #2: THE CAFETERIA

DIRECTIONS: FIND THE ITEMS IN THE PICTURE. CIRCLE THEM. FILL IN THE MISSING LETTERS IN THE WORDS BELOW.





S____ SC_____ C_____ T____

_____ _____

_____ _____

Activity Sheet #3 - Unit #I

I. Number the following sentences in order, using the numbers 1 to 6. (1 is the first thing to do; 6 is the last)

Kim is in class. It is time to go to the lunchroom. She is going alone. Kim forgot the schedule. Help her get to the lunchroom to have lunch.

_____ Kim is in the lunchroom.

_____ Kim sits at the table eating lunch.

_____ She will take a tray from the counter.

_____ Kim is going to lunch.

_____ Next, she takes a container of milk and a spork or fork.

_____ She is walking to the lunchroom.

II. Fill in the blank with word that completes the sentence.

1.	Andre eats lunch in _____.	time
2.	He has a _____ to follow for lunch.	school
3.	Eleven classes eat lunch at the same _____.	schedule
4.	First, he takes a _____.	counter
5.	The trays are on the _____.	tray
6.	He also takes a _____ of milk.	refrigerator
7.	The milk is in the _____.	container

_____ _____

_____ _____

Activity Sheet #4 - Unit I

LET S HELP LUIS FIND HIS CLASS

Directions:

Choose the correct word from the list at the bottom of the page to complete the name of the places where Luis looked for his class.

Luis' mother brought him to school early. He went upstairs and found no one in his classroom. Where could they be?

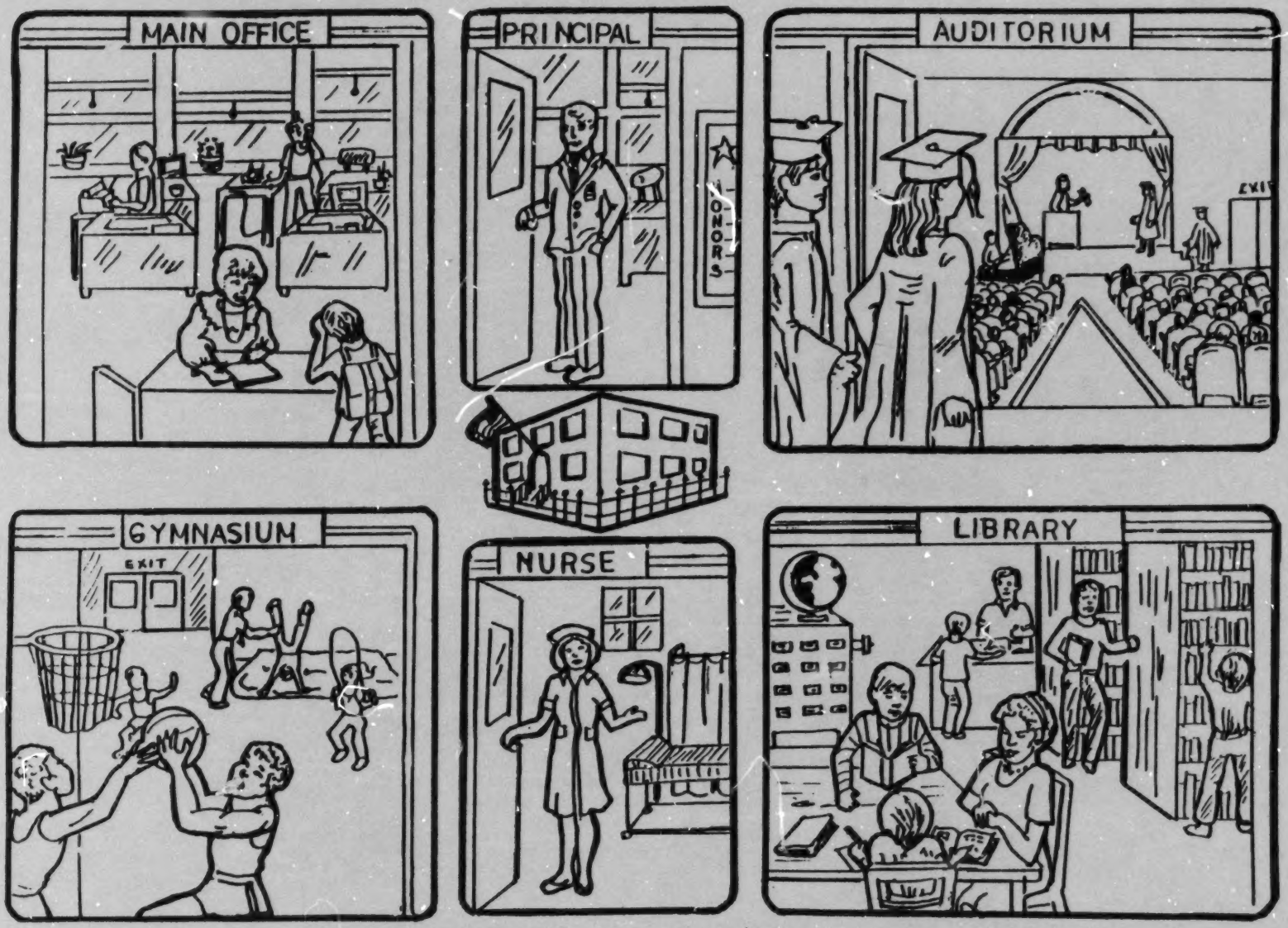
1. They are not seeing a show in the
   O _ _ O _ _ _ _ _ _ _ _.
2. They are not eating breakfast in the
   _ _ _ O _ _ _ O _ .
3. They are not reading a book in the
   O _ _ _ _ _ _ _ .
4. They are not playing in the
   _ O _ .
5. They are not sitting in the principal's
   _ _ _ O _ _ .
6. They are not buying a
   O _ _ _ _ _ _ _ _.

Now use the letters from the circles above to unscramble the place where Luis found his class.

They were on _ _ _ _ in th _ _ _ .

auditorium	office	yard	gym
cafeteria	notebook	library	line

ACTIVITY SHEET #4A: MY SCHOOL'S FLOOR PLAN



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UNIT II

LIVING AT HOME

SELECTIONS FROM MINIMUM TEACHING ESSENTIALS

Content Area	Concepts/Skills
Social Studies	
Kindergarten	How Does A Family Meet Its Needs? p.117
Grade 1	How Do Workers Supply Many Needs? p.118
Mathematics	
Grade 2	Measurements p. 152
Communication Arts	
Grade 1	Listening and Speaking p. 43 Word Meaning: Vocabulary Development p. 45
Grade 2	Word Meaning: Contextual Clues p. 49
Grade 3	Comprehension: Literal p. 52
Grade 4	Writing Conventions: Sentence Sense p.57
ESL	
Beginning	Structural Analysis: Negatives p. 79 Aural-Oral: Directions p. 79

SAMPLE TASK ANALYSIS

TOPIC: LIVING AT HOME

GENERAL OBJECTIVE: Students will identify members in a family and their roles at home.

SUB-TASK ANALYSIS	ESL SKILL
1. Students will select magazine samples of activities depicting the home.	Listening
2. Students will recognize and verbalize details within different home settings.	Speaking
3. Students will recognize and decode vocabulary words for names of rooms of the house.	Reading
4. Students will identify pictures and names of family members from activity sheets and photographs.	Speaking
5. Students will make a family tree to illustrate relationships.	Writing
6. Students will match the vocabulary to pictures of activities at home.	Reading
7. Students will listen for details in a taped situational conversation.	Listening
8. Students will participate in dialogues about living at home.	Speaking
9. Students will use information from the media to draw inferences applicable to daily experiences.	Listening
10. Students will discuss feelings and reactions to various situations with peers, siblings and adults about a specific responsibility at home.	Speaking
11. Students will independently follow a series of written directions for an at home activity.	Reading
12. Students will plan and chart events occurring at home to demonstrate the roles played by each member of the household.	Writing
13. Students will participate in a puppet theatre using vocabulary from previous situations.	Speaking

TOPIC: LIVING AT HOME

Sub-Topics

1. Interacting with people in the home.
2. Familiarity with basic repair services.
3. Working in the kitchen.

General Objectives

1. Students will identify members in a family and their roles.
2. Students will detail ideas to help with elderly family members.
3. Students will identify items to work with in the kitchen.
4. Students will use basic terminology used in recipes.
5. Students will list work done by apartment house "super."

Vocabulary

Family	Kitchen	Repairs
mother	mix	plaster
father	chop	walls
brother	fry	leak
sister	bake	temporary
aunt	boil	broken
uncle	pour	clogged
grandfather	stove	jammed
grandmother	refrigerator	cracked
niece	loose	
nephew	superintendent	
cousin	"super"	

Idioms

to take turns	to be out
to be in charge of	all day long
to make believe	out of order
to wait for	look for
to keep house	stay over
to get along	hold on

Motivational Activities

1. Using magazine pictures, let children talk about different types of families: families with children, families with grandparents, single parent families, etc.

2. Let children tape record how they help their families at home.

3. Invite a "super" from a neighborhood building to come and talk with the students about the work s/he does.

Structures

1. Irregular past

   drink - drank
   eat - ate
   teach - taught
   ring - rang

2. "If" clauses

3. "But" clauses

4. Opposites

   raw - cooked
   hot - cold
   sweet - sour
   hard - soft

5. Adjectives

Useful Materials and Resources

. Family puppets for role playing home related situations.
. Illustrations of different repairmen and the jobs they do.
. Enlarged diagram of a kitchen and kitchen utensils.

Supplementary Resources

Oxford Picture Dictionary -	Pages 24-25 (Tools) 26 (House) 28-33 (The Rooms of the House)
Oxford Wall Charts	
Jazz Chants for Children	"The Horse March" page 83 "If You Go, I'll Go" page 77 "Go Away!" page 75
Life Skills Book 1	Unit 4 Unit 7

SAMPLE LESSON PLAN 1

Survival Skill - Living at Home

Level of Functioning - Beginners

Behavioral Objectives

1. Student will identify members in a family.
2. Students will list each member's role.

Vocabulary

Mother	Mom	Grandmother	Aunt
Father	Dad	Uncle	Stepbrother
Sister		Niece	Stepsister
Brother		Nephew	Stepmother
Cousin		Grandfather	Stepfather
Brother-in-law		Sister-in-law	

Motivation

Use magazines to present pictures of various family members. Initiate a discussion about the names of family members seen in the pictures.

Activities

1. Have children write down as many family members as they can think of (If they can't spell them, have them draw them.) Write them on the board as they list them. Complete the list using additional vocabulary words given in unit if applicable. Give out pieces of poster board, cut into face shapes, and have students make faces associated with family members. They can glue on pre-cut noses, eyes, glasses, hair, etc.

2. Once the children make the people faces, choose a topic to work on, such as taking care of a younger child. Write a story on an experience chart.

3. Talk about ways a family can take care of younger children. Use some of the following suggested questions.

   a. Who can help mother with the baby when she is busy?
   b. Who can take care of all the kids when mother works?
   c. Who can come stay over with the children when Mom and Dad go to work or on a trip?
   d. Who can take care of the family when Mom or Dad is sick?
   e. Who can take care of the kids when the Grandmother, Mom and Aunt go shopping?

4. Have children role play each situation. Let them select their parts. Skits can be written out or students can ad-lib the situation.

   Example:
   Scene: Grandmother, Mother and Aunt go shopping.
   Father and Uncle stay to watch the kids.

Father and Uncle:	Kids, play in the bedroom but don't make too much noise so we can watch the football game.
Kids:	Okay Dad, we'll be quiet.
Father:	Uhm! I hope so.
Kid 1:	Let's play tag.
Kid 2:	That makes too much noise.
Kid 1:	So?
Kid 2:	So, Dad said no noise.

(They continue this until they are practically shouting.)

Uncle:	Excuse me, we are trying to watch a game!
Kids:	Sorry, Uncle.

5. Play a riddle game using sentences.
   Examples:

   a. My father's father is my_____.
   b. My uncle's son is my_____.
   c. My mother's son is my_____.
   d. My father's mother is my_____.
   e. My mother's brother is my_____.
   f. My grandfather's son is my_____.
   g. My mother is my father's_____.
   h. My father's second wife is my_____.
   i. My mother's sister is my_____.
   j. My grandmother's daughter is my_____.

* Distribute Activity Sheet #5 to students. The "Family Tree" can be used in a variety of ways, such as posting cutouts or photos, writing names, etc.

Alternate Activities

1. Cut out figures of adults and children. Let children select and paste figures to represent the members of their individual families.

2. Let children design a mural with pictures of families, using large brown paper.

* 3. Distribute Activity Sheet #6. (PARTNERS) Have students complete as directed.

Suggestions for Other Levels

1. Have students list all the roles they play in a family, for example, daughter, sister, cousin, niece, aunt, etc.

2. Students can keep a journal of chores or ways they help out at home.

Applications for an Integrated Day

Social Studies	Present films about families in New York City, South America, or Africa. Let students discuss how children help their families in the films.
Language Arts	Students can develop experience charts or individual picture dictionaries with family-related vocabulary.
Math	Students can list the birthday and date of a sister or brother. Let them compare the years' difference between the dates.

Student Evaluation

Students can complete two of the following:

1. Draw a picture of their family and label the names of family members.

2. Complete the "Who Am I?" game.

3. Name the members in their family and tell something about them in at least a three-word sentence.

Teacher Self-Evaluation

1. Did you learn more about each of your students through their stories about their families?

2. What words or concepts presented difficulty for the students?

3. What are other ways you can use to teach students that they play many roles in a family?

SAMPLE LESSON PLAN 2

Survival Skill - Living at Home

Level of Functioning - Intermediate/Advanced

Behavioral Objective

Students will discuss solutions to everyday repair problems at home.

Vocabulary

break	faucet	broken
oil	turn off	hinge
sink	leak	squeaky
hammer	pan	oil
repair	landlord	tenant
"super"	superintendent	fire escape
roaches	mice	

Motivation

Bring in photographs or magazine pictures of parts of the house that might need repair. Give these pictures to the students with flash cards of the vocabulary words. Have students match flash cards with pictures.

* Distribute Activity Sheet #7 to the students. (HELP THE VARGASES FIX THEIR HOUSE) The sheet may be used to stimulate discussion and to develop vocabulary related to workers and repairs.

Materials

Flash Cards
Pictures
Photographs

Activities

1. In each situation described below, something is broken, cracked, ripped, etc. Ask students to select a picture that depicts each situation. Then the students can discuss the best solutions to resolve each problem.

   Situation #1

   It's a cold day. The children are playing ball outside, while the mother is shopping. The ball hits the window and breaks it. What do they do?

   a. Run to their friend's house.
   b. Continue to play where the glass is.
   c. Find an adult to help them.
   d. Pick up the glass.

Situation #2

The children are getting ready to go to school. Their parents already left for work. As little Taisha finishes washing-up, she notices that the faucet won't turn off. What should she do?

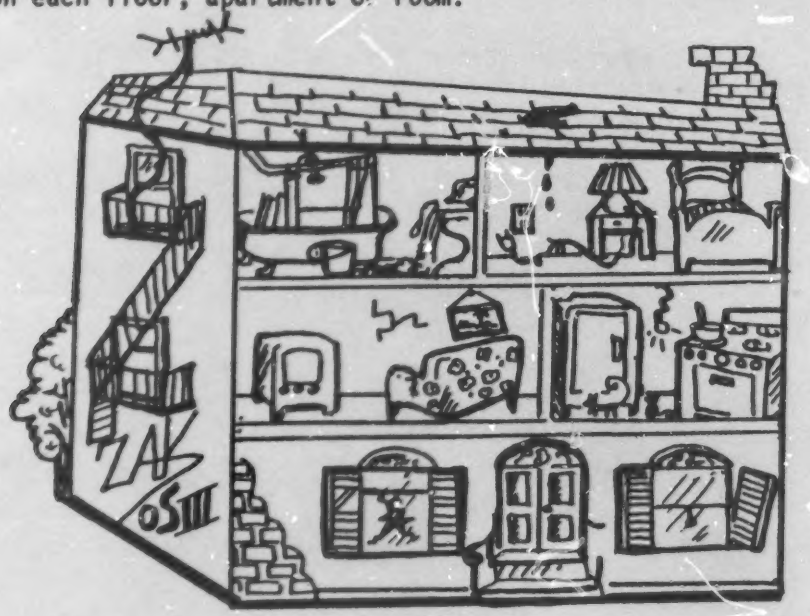
a. Put a pan down to catch the water.
b. Run and call her mother or neighbor.
c. Look for another knob under the sink and turn it off.
d. Continue to turn the knob.

Situation #3

Your parents went to a P.T.A. meeting at 8:00p.m. You are watching a scary movie. Your younger sister is going in and out of your room which has a squeaky door.

a. Lock your door so your sister can't come in.
b. Get a little bit of oil and oil the hinges.
c. Call up the school and ask to speak to your parents.
d. Ask your sister to join you.

2. Have students make shoe box buildings by dividing the box into different floors and apartments. Have them present a repair problem on each floor, apartment or room.



Materials - Shoe boxes, Junk art (spools, left over yarn, bottle caps, etc.)

3. After students make their buildings, have them identify the problem they have depicted.

   Example:
   If they made a scene where there were roaches and mice (2nd floor, illustration 1), they can talk about the scene while teacher labels it. After all the scenes are labeled, have students pair off and plan/write a dialogue between tenant and superintendent trying to solve the problem.

   Dialogue

(Superintendent)	
Mr. López:	Yes, Mr. Wu, how may I help you?
(Tenant)	
Mr. Wu:	Mr. López, my home is full of roaches.
Mr. López:	Well, we had an exterminator come last week.
Mr. Wu:	My mother was home but she was afraid to open the door because she doesn't know English.
Mr. López:	Then there is not much I can do.
Mr. Wu:	When is he coming again?
Mr. López:	He is coming next month, but I'll see if he can come to your apartment Friday.
Mr. Wu:	Thank you very much. I'll stay home from work.
Mr. López:	I'll let you know by Thursday morning.

Alternate Activities

1. Have students make a list of jobs that the "super" will or will not do:

repair a TV	fix the elevator
run an errand	sweep the building steps
fix a broken window	wash the halls

2. Make a concentration or lotto game to match problems and repair people, for example:

phone out of order	phone repair person
leaky pipe	plumber
broken television	TV repair

Suggestion for Other Levels

Beginner: Use a grab bag and let students name the object and how they would use it to fix something: hammer, paint brush, etc.

Applications for an Integrated Day

Social Studies	Talk about a community clean-up or fix-up plan. If possible, have students get involved in fixing up an empty lot or improving an apartment building by adding a garden or mural.
Music	Have students sing "If I had a hammer" to teach "If" clause.

Student Evaluation

1. Have students complete the paragraph by putting in a missing picture or word. Have available pictures and words that may complete this paragraph. They can use the word box below.

   Mr. Lopez has many things to do today. First, he has to repair the_____, so the people on the 6th floor will not have to walk up the_____. Second, he has to fix a leaky _____ in Mr. Lee's apartment. Third, he has to put glass in the_____ in Mrs. Brown's bedroom, so she won't freeze at night. Finally he has to fix the _____ for his wife, otherwise he won't be able to eat dinner this evening.

pipe	elevator	stairs
window	stove	

2. Let students tape record a story about a problem at home and how they solved it.

Teacher Self-Evaluation

1. Were students able to suggest ways that they solved situational problems?
2. Have you used building superintendents and other repair people as guest speakers?
3. Is there a booklet dealing with apartment/home repairs that the students can prepare to take home to their parents?

SAMPLE LESSON PLAN 3

Survival Skill - Kitchen and Cooking Experiences

Level of Functioning - Beginner/Intermediate

Behavioral Objectives

1. Students will name at least three kitchen appliances or utensils.
2. Students will use cooking expressions while following a recipe.

Vocabulary

refrigerator	mix	teaspoon
stove	boil	tablespoon
toaster	chop	measuring cup
bowl	rinse	cookie sheet
spoon	freeze	
knife		
oven		

Structures and Idioms

to keep house
wait for
take turns
out of order

Motivation

1. Tell students that they will prepare oatmeal cookies.
2. Review with the class the steps and ingredients that they will need.

Materials

1. Concrete objects such as:
   mixing bowl
   tablespoons
   teaspoons
   cookie sheet
2. Ingredients for recipe
3. Experience work chart to review sequence of steps.

Activities

1. You are going to have some friends over to watch a sports program on T.V. You want to serve something good to eat. You look through a cookbook for a recipe to make cookies. You find this recipe:

Oatmeal Cookies

Ingredients

1/4 Stick Butter
2 Eggs
2 Tablespoons Water
2 Cups Sugar
1 Cup Brown Sugar
1 Cup Flour
1 Tsp. Baking Soda
1/2 Tsp. Salt
1 Cup Instant Oatmeal
1/2 Tsp. Cinnamon

Utensils

Measuring Cup
1 Teaspoon
1 Tablespoon
2 Large Mixing Bowls
1 Large Cookie Sheet

Directions

1. Put the first five ingredients in a mixing bowl and cream together.
2. In the second bowl, mix the rest of the ingredients.
3. Blend the ingredients from both bowls together.
4. Spoon the mixture onto a greased cookie sheet.
5. Leave space between each cookie.
6. Bake at 350° for 20 minutes.

Answer the questions below by circling the correct answer.

1. How much baking soda do you need?

   a. 1 tablespoon b. 1 teaspoon

2. This recipe calls for:

   a. 1/4 stick of butter b. 1 cup of butter

3. How many mixing bowls are needed?

   a. One b. Two

4. Utensils are used for:

   a. reading b. cooking

5. This recipe is for:

   a. sugar cookies b. oatmeal cookies

2. Have students make picture dictionaries of people working in the kitchen to teach vocabulary terms, such as, boil, stir, fry, etc.

3. Play a matching game using the words in Column B with Column A

Column A	Column B
_____ the water	A. Soak
_____ the beans	B. Bake
_____ the onions	C. Stir
_____ the coffee	D. Fry
_____ the cake	E. Open
_____ the box of rice	F. Boil
_____ the flour	G. Sift

Suggestions for Other Levels

Older students can categorize vocabulary according to categories:

Things Found in the Kitchen		What You Do in the Kitchen
stove	sink	cook
refrigerator	table	boil
toaster		chop
coffee pot		fry
dishes		

Applications for an Integrated Day

Social Studies	Students can make a cookbook with recipes and utensils used in other lands.
Math	Students can use fractions to make recipes.
Language Arts	Students can prepare a newsletter or cookbook with favorite dessert recipes.

Student Evaluation

1. Students can color or circle correct items on a rexo sheet with pictures or a stove, cookie sheet, tablespoon, mixing bowl, etc.

2. Students can arrange a list of cooking steps in sequence:

   _____ take cookies out of oven
   _____ mix ingredients in a large bowl
   _____ shop for ingredients
   _____ sift flour
   _____ let cookies cool

Teacher Self-Evaluation

1. Were all students able to participate in making the cookies?

2. Do you have to give students more practice in pronunciation of consonant blends, such as stove, freeze, chop, broil?

3. Are students interested in preparing a party for another class or for parents?

RESOURCE ACTIVITIES

Listening and Speaking

1. Interacting with people in the home

Fernande is twelve. She lives at home with her grandmother, who has raised her. They love each other very much. Her grandmother does not speak any English. Fernande is teaching her a few basic words and expressions.

Dialogue 1

Fernande: Grandma, if someone calls and I am home, this is what you should say.

(Telephone rings)

Fernande: Hello.

Grandma: (repeats) Hello.

Caller: May I speak to Fernande?

Fernande: Yes. Hold on, please.

Grandma: (repeats) Yes. Hold on, please.

Dialogue 2

Fernande: Grandma, if someone calls and I am not here, this is what you should say.

(Telephone rings)

Fernande: Hello

Grandma: (repeats) Hello

Caller: May I speak to Fernande please?

Fernande: Fernande is out. May I have your name please?

Grandma: (repeats) Fernande is out. May I have your name please?

Caller: Tell her Jules called.

Fernande: May I have your phone number?

Grandma: (repeats) May I have your phone number?

Caller: It's 576-1919. Thank you, good bye.

Fernande: Bye - Bye.

Grandma: (repeats) Bye - Bye.

2. Riddles

1. Have students think of an appliance or tool found in the house such as a stove, toaster, radio, T.V.

2. Ask students to give simple directions for using the appliance but not naming it.

3. See if other students can figure out the name of the appliance from hearing the directions for using it.

Note:

For students needing greater assistance, you can provide a set of pictures to consult. For example:

To use a _____you turn the knob "on."

When it gets hot, you put your pan inside.

To put up a picture in your room, you need a nail and a _____.

Reading

Story 1

Grandma suffers from high blood pressure. Every month she has an appointment with the doctor. Fernande's grandma knows her way to the clinic but she doesn't speak English. Therefore, Fernande must go with her to explain things to her in Haitian Creole.

1. What illness does Grandma have?

   Grandma suffers from _____.

2. How often does Grandma go to the doctor?

   She goes to the doctor _____.

3. Does she go to the clinic or to the theater?

   _____

4. Why does she need Fernande to go with her?

   _____

Story 2

All her life grandma has been a housewife. She loves to keep house, and she especially likes to be in charge of the kitchen. When she first moved to the United States, grandma had to learn the English names of some kitchen appliances.

First use flashcards to teach the words. Then have other enriching activities to reinforce the learning of these words.

List of words

stove	toaster
refrigerator	pot
ring	tea kettle
cabinet	garbage can
dishwasher	can opener

* Distribute Activity Sheet #8. Ask the students to unscramble the words and complete the blanks.

3. Choose the best word to complete the sentences below. Then complete the puzzle with the words from the list.

a. When I am_____, I need food. hot

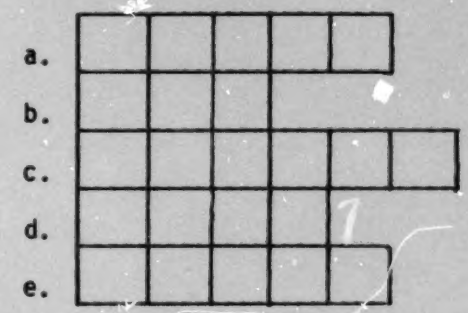
b. The stove is too_____to touch. hard

c. When I come home I say "_____." happy

d. I am_____ when you are. hello

e. It isn't_____to read a recipe. hungry

Complete the puzzle with the opposite of the word used in the word box.



good bye
cold
full
easy
sad

4. Identifying Kitchen Items

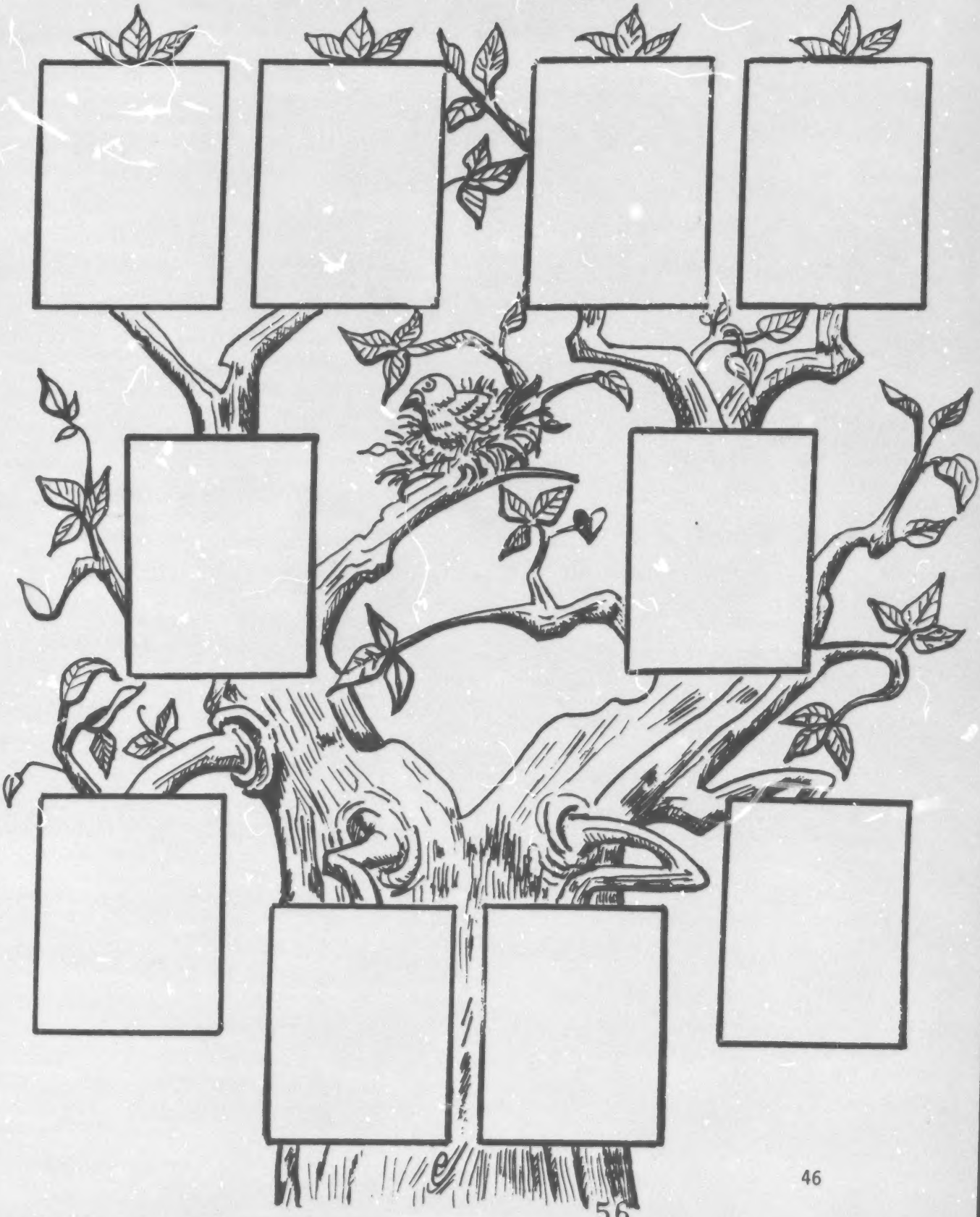
Read the following story. Use the words in the word box to complete the sentences.

Angie wanted to bake cookies. She went into the kitchen to get ready. She couldn't find some of the utensils she needed. Let's help her!

1. She needed a _____ to measure the shortening.
2. She needed a _____ to wipe off the spoon.
3. The _____ for all the ingredients wasn't in the cabinet.
4. The _____ turned over and all the salt spilled.
5. The recipe needed one _____ of water.
6. After the mix was ready, she needed a _____ to put them on.
7. She couldn't find the _____ to make the shapes she wanted.

cup	tablespoon	mixing bowl	mixer
cookie sheet	cookie cutter	salt shaker	napkin

ACTIVITY SHEET #5: MY FAMILY TREE



_____ _____

_____ _____

Activity Sheet #6 - Unit #II

Partners

I. Draw a line from Column A to Column B to pair off the family members.

Column A	Column B
aunt	brother
grandmother	father
sister	uncle
mother	brother-in-law
daughter	nephew
niece	son
sister-in-law	grandfather

1. What is the same about the people in Column A ?
_____.

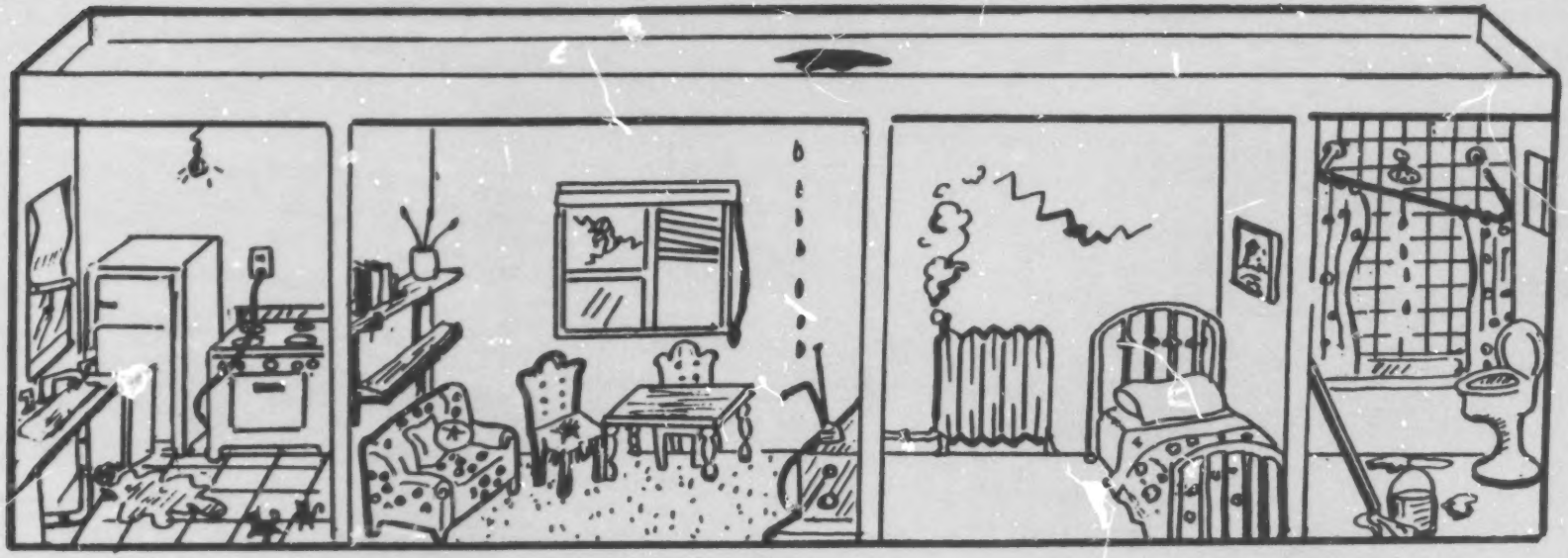
2. What is the same about the people in Column B?
_____.

II. Put the words in Column A and Column B in ABC order.

Column A	Column B
1._____	1._____
2._____	2._____
3._____	3._____
4._____	4._____
5._____	5._____
6._____	6._____
7._____	7._____
8._____	8._____

ACTIVITY SHEET #7: HELP THE VARGASES FIX THEIR HOUSE

DIRECTIONS: MATCH THE WORKER WITH THE REPAIR NEEDED.



58

59

_____ _____

_____ _____

Activity Sheet #8 - Unit #II

1. Unscramble the letters and write the words.

   a. t e v o s s_____

   b. g e t a r i f r e r o r r_____

   c. n k i s s_____

   d. r o t s a t e t_____

   e. t o p p_____

   f. b r a g a g e n a c g_____ c_____

   g. a n c n e p o r e c_____ o_____

2. Choose a word from the list below and fill in the blanks.

pot	sink	toaster
stove	can opener	garbage can
refrigerator	kettle	cabinet

   a. We keep food fresh inside of it. _____

   b. We can store pots and pans inside it. _____

   c. Boil water in it to make coffee or tea. _____

   d. Throw all waste inside it. _____

   e. We use it to open cans. _____

   f. We make soup in it. _____

   g. We use it to cook our meals on. _____

   h. We warm bread in it. _____

UNIT III

COMMUNITY, COMMUNICATION, AND TRAVEL

SELECTIONS FROM MINIMUM TEACHING ESSENTIALS

Content Area	Concepts/Skills
Social Studies	
Grade 2	How Are People Brought Closer together through Group Communication? p. 163 How Are People Brought Together Through Transportation? p 163
Grade 3	Work Study Skills p. 197
Grade 4	Work Study Skills p. 224
Mathematics	
Grade 3	Measurement: Time p. 183
Communication Arts	
Grade 2	Writing: Usage p. 50
Grade 3-4	Listening and Speaking p. 51, p. 55
E.S.L.	
Beginning	Structural Analysis: Questions p. 78
Intermediate	Structural Analysis: Prepositions, Questions p. 81

SAMPLE TASK ANALYSIS

TOPIC: COMMUNITY, COMMUNICATION, TRAVEL

GENERAL OBJECTIVE: Students will be able to use the telephone for obtaining information and getting emergency help

SUB-TASK ANALYSIS	ESL-SKILL
1. Students will identify numbers and letters on the telephone dial by referring to pictures and toy telephones.	Reading
2. Students will list their own phone number and those of friends.	Writing
3. Students will recognize the correct number of digits in a local number, the emergency number 911 and an area code for long-distance calls.	Reading
4. Students will provide a sample word for each letter when giving a phone number. (e.g. T-like Tom)	Speaking
5. Students will define and discriminate between the sounds associated with the telephone: (e.g. busy signals,continous ringing means no one is responding)	Listening
6. Students will ask who, when, where questions to obtain detailed information.	Speaking
7. Students will listen to and verbally explain instructions given in an uninterrupted sequence: (e.g. recorded messages).	Listening
8. Students will complete the missing part of a phone message.	Writing
9. Students will compare the use of a home phone and a coin pay phone (e.g.coin deposit vs. service charge).	Speaking

10.	Students will locate and describe symbols used to indicate presence of a public phone.	Speaking
11.	Students will select pictures from magazines showing serious emergencies.	Listening
12.	In reporting an emergency, students will respond in a loud, clear voice to the questions asked by the operator: (e.g. who=person; where=place; when=time).	Speaking
13.	Students will use the information services provided by the phone company.	Reading
14.	Students will organize and record important phone numbers in a convenient place.	Writing

TOPIC: COMMUNITY, COMMUNICATION, and TRAVEL

Sub-Topics

1. Community Living
2. Use of Maps - Directions North, South, East, West
3. Use of the Telephone
4. Getting Around on Public Transportation

GENERAL OBJECTIVES

Students will:

1. be able to get to local stores and community services

2. identify community workers

3. use the telephone for obtaining information and getting emergency help.

4. be able to identify and read:

   a. Local and city maps
   b. Signs
   c. Directional signs

5. be able to board and ride public transportation to a given destination.

   a. Bus
   b. Train or Subway
   c. Cabs

Vocabulary

Community

anger	street	mailbox	candystore
caution	avenue	laundry	barber
hydrant	grocery	shoemaker	beauty parlor
bakery	supermarket	dry cleaners	drugstore
firehouse	police station	pizza	pharmacy
meat market	McDonald's	Burger King	Kentucky Fried Chicken

Community Helpers

policewoman	bus driver	bank teller	barber
mailman	shoe maker	grocery man	teacher

Communication

telephone	dial tone	you are welcome	number 411
to dial	operator	next	phone directory
receiver	please	hold on	information
phone booth	thank you	hello	number 911

Travel

station	platform	towards	no smoking
token	tracks	cars	bus stop
turnstyle	passenger	uptown	taxi
matron	up to	downtown	fare
conductor	motorman	meter	excuse me
left	right	bus driver	

Idioms

never mind	out of order	take your time	to go around
watch your step	right away	leave word with	give someone a hand
to change trains			

Structures

- Past tense of the verb "to be"
- Using ing (present and past progressive)
- Prepositions - on, in, under, etc.
- Commands
- Possessive adjectives - his, hers, its, my, etc.
- Directional Phrases - towards, left, right, etc.

Suggested Motivational Activities

1. Take a walk through the neighborhood and identify familiar places and people.
2. Invite community helpers to come and visit the class, for example, the school crossing guard, a lunchroom aide, a fireperson, an afterschool recreation worker, etc. Students can think of questions they would like to ask the guest before they come.
3. Design a community map with your students.

Communication

1. Contact the telephone company for educational materials.
2. Use real or paper telephones.
3. Visit the post office with your class.

Travel

1. Plan a special trip with your class. Discuss how you will travel, in what direction, etc.
2. Tape record students' stories about traveling to visit friends, family, etc.

Useful Materials and Resources

Community

Jazz Chants p. 67, "Grandma's Going to the Grocery Store"
The City Poster - National Dairy Council
In the City Chart #15 - Oxford Picture Dictionary
Neighborhood Walking Tour
Visits to local stores or agencies
Looking at American Signs

Communication

Jazz Chants p. 39 "Where's Mine? Is This Mine?"
Using local directory to find information
Play - "Telephone"
Newspaper, want ads

Travel

Present Flashcard Book "Signs and Symbols"
Safety Posters
Use local maps to review "Key" ("Legend")
Use "English Around the World" poster
Vocabulary Builder - Ditto #19
Chart #77 Oxford Picture Dictionary - Prepositions on the Highway

Additional Materials

- Poster Cards
- Flash Cards
- Magazines
- Commercial Kexos (Hayes - Merrill)
- Experience Charts
- Paint, Brushes, Scissors, etc.
- DLM Kits
- Language Master
- Earphones
- Filmstrip Projector
- Overhead Projector
- Phonograph

SAMPLE LESSON PLAN 1

Survival Skill - Community Living

Level of Functioning - Beginner/Intermediate

Behavioral Objectives

1. Students will name local stores and community services.
2. Students will tell how they help other children and adults in their neighborhood.

Vocabulary

neighbor	neighborhood	expensive
daughter	shoemaker	owner
new-born	repaired	shop
upstairs	stay	moved
apartment		

Idioms

to have company	on time
in an emergency	that's great!

Structures

.Questions and answers
.Prepositions with verbs: to go out, to go upstairs
.Present and past tenses

Motivation

1. Ask how many students have moved to a new neighborhood.
2. Let students talk about the fears and needs that they had when they first moved.

Activities

1. Use the following dialogue for role-playing:

Mrs. Robles:	A neighbor of ours, Mrs. Soto, has a daughter who goes to your school.
Win Win:	What grade is she in?
Mrs. Robles:	The second grade. But she also has a new-born baby and she can't get out early to take Mirela to school.

Win Win: Where do they live?

Mrs. Robles: In the big red apartment house across the street. I told Mrs. Soto that maybe you would like to take Mirela to school each day. You would have company, and Mirela would get to school on time.

Win Win: Oh, I would like to do that very much. Can I also wait for Mirela in the afternoon and walk her home?

Mrs. Robles: I think Mrs. Soto will be very pleased with your idea!

2. Read the following story to your students:

Win Win has just moved into a new neighborhood where her father is opening a fruit and vegetable store. She is sad and lonely. Her father needs to have his shoes repaired. He asks Win Win to take them to the shoemaker in the neighborhood.

Use the following true and false statements to evaluate auditory comprehension.

1. Win Win moved to a new neighborhood.
2. Her father is opening a bicycle store.
3. Win Win is happy.
4. Her mother needs her shoes repaired.
5. Win Win will take the shoes to a barber.

Practice Dialogue

Win Win: Mother, I have to take father's shoes to be fixed. Where is the shoemaker?

Mother: Well, I was talking with Mrs. Robles who lives upstairs. She said this neighborhood has all kinds of shops and stores. Why don't you ask her?

Win Win: Mrs. Robles, please tell me where there is a good shoe repair shop?

Mrs. Robles: Of course. If you like to walk, there is one on Seventh Street. He does good work and is not very expensive.

Win Win: I hope I can find it.

Mrs. Robles: There is another one, only two blocks away, but the owner is nasty and his prices are high.

Win Win: I'll walk to Seventh Street.

Mrs. Robles: I can show you all the stores where I shop.

Win Win: Then I can show my mother.

Mrs. Robles: We can go after school tomorrow. Your mother has to go out, and no one will be home when you get out of school. I told her you could stay with me in an emergency.

Win Win: That's great! Thank you.

Alternate Activities

1. Let children design a model neighborhood using cardboard boxes for stores and buildings. Students can color and label the boxes such as the school, the library, the supermarket, etc.

2. Have students tape-record stories about helping neighbors do community chores or helping with younger children.

Suggestions for Other Levels

1. Younger students can make picture dictionaries.

2. Have older students keep a writing journal and dictate or write one or two sentences each day about helping older or younger neighbors.

Applications for an Integrated Day

Art	1. Make a collage of community places. 2. Have students make puppets to enact the conversations and stories.
Mathematics	Students can count how many and how many kinds of stores are there on their block. (For example, two cleaners).
Social Studies	Compare community structures in different countries and compare with students' local communities.

Student Evaluation

1. Students can match objects and stores in a lotto game:

cake	bakery
toothpaste	drugstore/supermarket
cherries	fruit stand
fish	fish market
hat	clothing store
old shoes	shoemaker

2. Students can draw a picture about moving into a new neighborhood or helping a neighbor. Then they can dictate words or sentences to go with each picture.

Teacher Self-Evaluation

1. Which sounds need reinforcement for individual students, for example, vowel sounds in shop, stay, etc?

2. Which activities are most useful with your students?

3. What are your students' learning styles: tactile, auditory, visual, cooperative or individual?

SAMPLE LESSON PLAN 2

Survival Skill - Communication: Using the Telephone

Level of Functioning Beginner/Intermediate

Behavioral Objective Student will ask for emergency police help by telephone.

Vocabulary

emergency	stranger	upstairs
telephone	private house	police officer
downstairs		

Structures Commands, past tense verb "to be", present participle

Motivation

1. Display pictures of a police officer in various situations. (e.g., directing traffic, riding in the patrol car, sitting at a desk speaking on a telephone)

2. Use plastic telephones to make up a conversation using greetings, such as:

Teacher: Hello, (Student's name). This is Mrs. (your name). How are you today?

Student: I am fine, thank you.

3. Continue in this manner with three or four students. Then the students can do both parts without the teacher. All students should have a turn at speaking on the phone.

Materials

. Poster of Police Department
. Pictures of police officers at various types of assignments
. Plastic telephones
. Picture of a four-story house
. Toy police badge
. Rexos

Activities

1. Draw a simple picture of a four-story house on the blackboard, or use a large picture of a four-story house. Write under it while saying, "This is the Vargas family's house." Draw stick figures on the board of the members of the family, and identify them.

Mr. Vargas

Mrs. Vargas

Marta

David

Ann

2. Tell the students that the Vargas family lives on all the floors of the house. It is a private house because it is only for the Vargas family.

3. Read short story and then dialogue.

   Story:

   It is 6:00 a.m. in the morning. The Vargas family is asleep. Marta sleeps on the fourth floor. She is walking to the bathroom. Marta hears a noise downstairs in the hall. She runs to the window and sees a man walking out of her house. She calls to her parents.

   Marta: Mom! Dad! Wake up!

   Mrs. Vargas: What is the matter?

   Marta: A stranger was in our house and was carrying out our new TV.

   Mrs. Vargas: Dad, check downstairs and then call the police. The emergency number is 911.

   Mr. Vargas: Hello, Police? We were robbed! Someone was in our house!

   Police: Give me your name and address.

   Mr. Vargas: My name is Jose Vargas. I live at 225 Degraw Street. It is a private house.

   Police: Thank you. We are sending two police officers right away.

4. Use a set of plastic telephones. Model dialogue for students with choral repetition.

5. Break group into four parts; Marta, Mrs. Vargas, Mr. Vargas, Police Officer, to act out the situation in the dialogue. (All students to be involved).

6. Teacher models conversation again, and groups repeat separately.

7. Teacher breaks up groups into four students at a time to role-play the dialogue. (Use a toy police badge, or one made with aluminum foil on cardboard, with printed numbers, and "N.Y.C. POLICE DEPARTMENT" written on it, to be worn by student acting out part of police officer.)

8. All students should have an opportunity to do the dialing, using the telephones and asking for help. It is important that each student know how to give his/her own name, address, apartment number.

* 9. Distribute Activity Sheet #9. Using pattern of the telephone cut-out, make two copies for each student. Have students cut-out, paste pieces and attach the dial with a brass paper fastener.

Once assembled, teacher must point out to students that each number that is "dialed" in a succession must be returned to the original spot so the darkened metal "stop" on the upper circle of the dial will always match up with the darkened spot on the lower part of the dial.

Alternate Activities

1. Bring in a newspaper article about someone who had to call the police, firepeople, or the ASPCA and have the students write a dialogue based on these events.

2. Direct students to look up certain telephone numbers which they would use in case of an emergency.

   When students have all the pertinent numbers, then they can fill in the spaces on the printed chart of the rexo.

   Students will paste the chart onto a piece of oak-tag, take them home and put them up next to the telephone.

   (This activity could be modified to two numbers for beginner level.)

EMERGENCY NUMBERS

Police _____

Fire _____

Hospital _____

Gas Company _____

Clinic _____

Nearest Relative _____

Parent's Business _____

Super _____

Taxi _____

Ambulance _____

School _____

3. Have students design an address book for their friends' telephone numbers. Let them decorate the cover and practice writing names and telephone numbers in alphabetical order.

Suggestions for Other Levels

Direct advanced students to call the transit authority and to obtain directions on public transportation from given location to another.

Application for an Integrated Day

Mathematics	Teach number sequence. Have students learn the correct sequence of their own telephone numbers, and multiple digit numbers.
Nutrition:	Order groceries/dinners (take-out) by telephone.
Health:	Order medicine from drug store. Call a doctor when someone is ill.

Student Evaluation

Use the following questions to check auditory comprehension of dialogue:

a. Was Marta the only one awake at 6:00 a.m.? (yes)

b. Who was in the Vargas' house? (A stranger)

c. Who was talking on the telephone to the police? (Mr. Vargas)

d. What is the Police Emergency number? (911)

e. What would you do if you saw a stranger in your apartment?

Teacher Self-Evaluation

1. Which of the activities were most successful for your students? Which of your students like to role-play?

2. What are some questions that your students raised about using the telephone?

3. Are your students able to use basic greetings and answers when talking on the telephone with friends and with business people?

SAMPLE LESSON PLAN 3

Survival Skill - Looking for an Address

Level of Functioning - Advanced

Behavioral Objective The student will look for an address using a telephone directory.

Vocabulary and Idioms

abbreviation	borough	directory	finally
North	South	East	West
exactly where	address	odd number	even number

Idioms

all right	to have a good time	to be certain

Structure or Lingustic Items

- Past tense of the verb "to be"
- Using "ing" the present participle
- Prepositions
- "Where," "What" questions
- Directional Words

Motivation

Have the students listen to/read and follow with a discussion.

Example:

Dana was going to look for a part time job. Her friend Maggie told her McDonald's was accepting applications. Maggie said, "It is on Fifth Avenue going North." "All right," said Dana. "Now, I need to find out exactly where it is." (Initiate the discussion with a direct question such as: "How can Dana find out where it is?")

Materials

Teacher-made short story
Telephone directories for various boroughs
City map
Index cards

Activities

1. Set up students in groups of 2 or 3 and give each group a phone directory.

2. Assign the name of a store or agency (McDonald's, Taggerts, Job Corp.) to each group.

3. Indicate that the directories are all written in alphabetical order. Hand out postcards so that each group writes out the information for each store/agency.

Example:

Group_____ Date_____

I.S._____ Class_____

Name of Agency_____

Boro_____

Telephone #_____

Addresses: 1._____

2._____

3._____

4. Collect all the cards and display them on the blackboard. Talk about the information the directory provides: alphabetical order, abbreviations, boroughs, names, phone numbers, and addresses.

Alternate Activities

1. Provide a list of street abbreviations and have students write out what they stand for.

Example:

Name _____ Date _____
I.S. _____ Class _____

Abbreviations	Stands for
N.	
S.	
E.	
W.	
Ave.	
St.	
Blvd.	
Pkwy.	
Dr.	
Hwy.	
Rd.	
Ter.	

* 2. Distribute Activity Sheet #10. Read the situational story with the students. Have them answer the questions by referring to the Store Directory provided.

Suggestions for Other Levels

1. For a beginner level, start by reviewing "left" and "right" directions. Have them follow a straight path for about 2 feet. Then, tell them to turn either "left" or "right" to pick up some object on either side of the room. Give a clue such as: right is towards the window and left is towards the door. Say: "Edward, take 6 steps towards the back of the room. Now turn right and get a book from the table."

* 2. For an intermediate level, you can have the students use a "street map" to find an address. Distribute Activity Sheet #11 (MY COMMUNITY)

Tell the students to look at the "street map" and tell a classmate how to get to a specific place. Emphasize that they should use words such as, left, right, towards, North, South, East, West, etc. Make sure that the students include street names and nearby places. When everyone is finished, compare the various directions given to the same place.

Applications for an Integrated Day

Language Arts — Have students plan an imaginary day in New York City with friends or family from their native country.

- They can plan how to travel and obtain directions for the World Trade Center, the China Institute, etc.
- Students can dictate a sample letter or design postcards to send friends or relatives.

Math — Students can count how many steps or blocks there are between locations in a neighborhood.

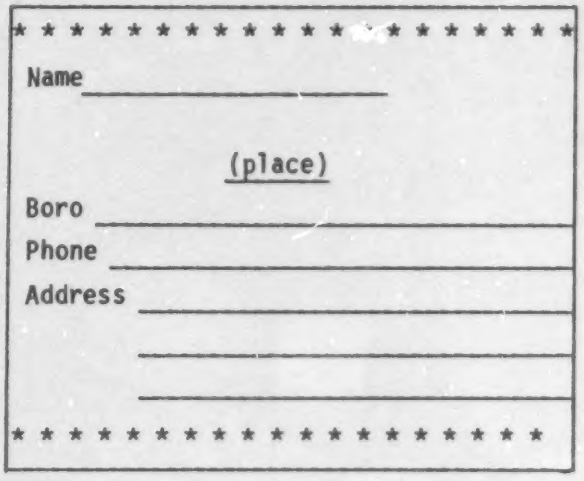
Student Evaluation

Each student will complete one or two activities.

1. Give students construction paper and let them paste figures of the school, post office, fire house, grocery store, etc.
2. Provide students with a rexo that contains a picture of a student who has to go to the park. Let students draw a line showing the best way to go.
3. Provide telephone directories of the different boroughs. Give each student at least three stores to look for. They must write the name, telephone, address and borough where each store is located. Provide cards that can be displayed for the other students to read.

   Example: Places to look for:

   Beef Steak Charlie's
   RKO Theaters
   Burger King
   Ice Skating Palace
   Roller Rinks
   Discos
   Parkchester Bowling
   Alexander's
   Lerner's



NOTE: Some stores may be located throughout the boroughs. Make sure the student indicates what borough he is writing about.

Teacher Self-Evaluation

1. Did you find that your students have difficulty with directions and maps?

2. How can you develop a follow-up discussion about what to do if students get lost?

3. What experiences and concerns do your students have in locating places to which they have to go?

RESOURCE ACTIVITIES

Listening/Speaking

1. Identify the Sounds

   . Use or make a recording of sounds heard around the community (children playing, honking horns, fire engines, police sirens, drills, birds chirping, rustling leaves, wind blowing, etc.). Tell the students to close their eyes and listen to all the sounds.

   . Next, turn off the tape. Tell the students to close their eyes and listen to all the sounds. When everyone is finished listening, make a list on the chalkboard and see how many sounds the students were able to identify.

   . Follow up by letting students take turns making sounds for their classmates to identify, for example:

   ripping paper, sharpening pencils, dropping a book, snapping fingers, clapping hands, stomping feet.

2. The Telephone Song ("Tune to Old McDonald")

   Little (child's name) had a phone
   e-i-e-i-o
   And on the phone she/he has a dial
   e-i-e-i-o
   With a dial dial here, and a dial dial there
   Here a dial, there a dial, everywhere a dial dial
   Little _____ had a phone
   e-i-e-i-o
   And on the phone she/he had a cord
   e-i-e-i-o
   With a long cord here, and a long cord there
   Here a cord, there a cord, everywhere a cord cord
   Little _____ had a phone
   e-i-e-i-o
   And on the phone she/he had a receiver
   e-i-e-i-o
   A receiver here, and a receiver there
   Here a receiver, there a receiver, everywhere a receiver
   Little _____ had a phone
   e-i-e-i-oooooooo!

3. Use Activity Sheet #9. (TELEPHONE CUT-OUT) Have students label each part of the telephone. (e.g. receiver, cord, dial, etc.)

4. Dialogue

Grace: Hello! May I speak to Liên.

Liên: Speaking. Who is it?

Grace: Grace.

Liên: How are you?

Grace: All right. How are you?

Liên: O.K. Anything the matter?

Grace: No! Just called to say hello.

Reading

1. Identifying Signs

* Distribute Activity Sheet #12. (GETTING AROUND) Have students read each sign and explain what it means.

2. Directions: Use this story to initiate discussion about the students' part-time jobs and what they do with their earnings.

Story

Sonia is twelve years old. She is going to the bank with her mother. Sonia wants to open a savings account to save her babysitting money. The bank manager gives her a new bankbook. Sonia fills out a deposit slip with her name, address, and account number. The teller credits Sonia's account with $25.

Vocabulary

bank
savings account
money
bank manager
credit
bankbook
deposit slip
account
teller

Writing

1. Identifying Community Workers

Read each statement. On the line next to the sentence, write the name of the person who might say it. Use the words in the word box below.

1. "Sit back and put on your seat belt." _____ (matron)

2. "Sorry, the number you have dialed is out of order." _____ (operator)

3. "Next time, I will cut off less hair." _____ (barber)

4. "The next stop will be ....." _____ (conductor)

5. "What type of heel would you like on this shoe?" _____ (shoemaker)

6. "You now have one cavity. Keep brushing your teeth." _____ (dentist)

7. "Are these all your groceries?" _____ (cashier or grocer)

8. "You must turn in your homework everyday." _____ (teacher)

9. "How would you like your money?" _____ (bank teller)

bank teller	cashier	teacher
matron	grocer	dentist
conductor	barber	shoemaker

* 2. Distribute Activity Sheet #13. (VOCABULARY CROSSWORD) Have students complete the puzzle using the words in the box.

3. Using past tense.

Jeffrey was going to his friend's house. He wanted to go by bus, but decided to go by train. He paid his fare and walked to the platform to wait for the train. There were too many passengers on the train. He waited for the next train.

1. Where was Jeffrey going?
2. How did he get there?
3. Why didn't Jeffrey get on the first train?

4. Using ing (the present participle)

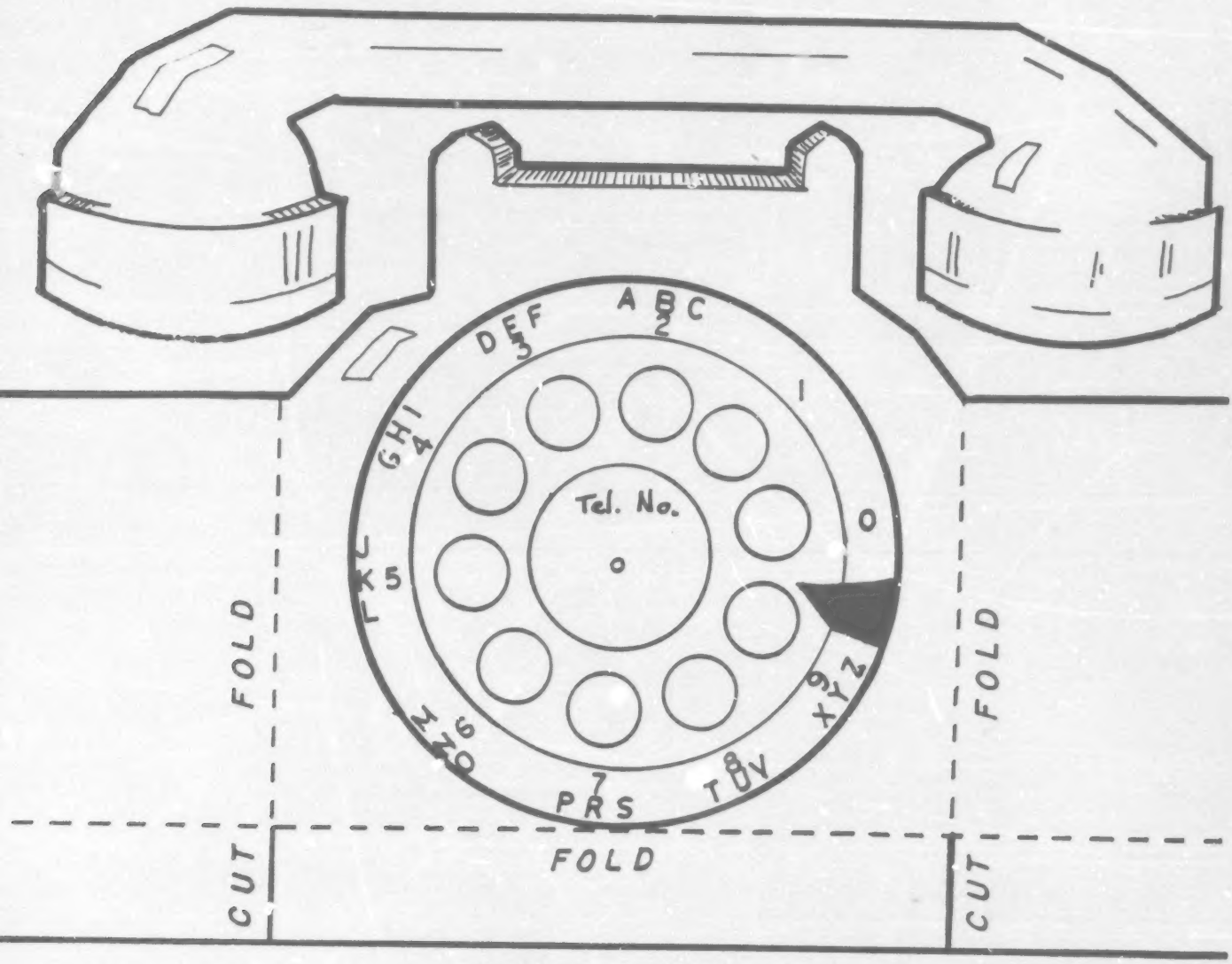
Read the words given in the box. Write each word, with the ending ing, to complete each sentence below.

drive	phone	dial	thank
hold	stop	go	ride

Example: He was going through the turnstyle.

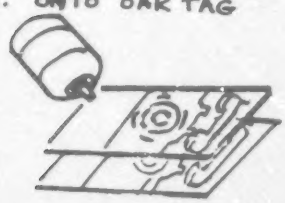
1. His friend was _____ a number.
2. The bus driver was _____ a bus.
3. Her matron was _____ the school.
4. The trains were _____ at all the stations.
5. Pat was _____ to the pharmacy.
6. All the passengers were _____ one train.
7. Larry was _____ his mother for the pizza.

ACTIVITY SHEET #9: TELEPHONE CUT-OUT

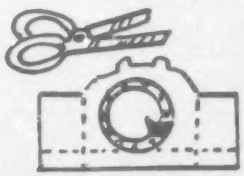


DIRECTIONS

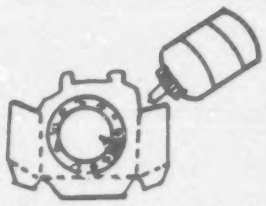
1. GLUE EACH OF 2 SHEETS ONTO OAK TAG



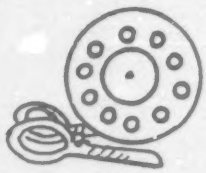
2. CUT 1st SHEET



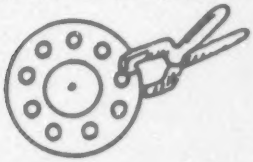
3. GLUE TO BOX OR CARTON (YOU MAY ALSO FOLD)



4. CUT THE DIAL FROM 2nd SHEET

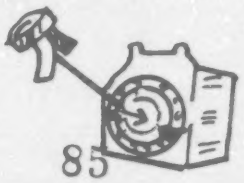


5. PUNCH HOLES IN DIAL

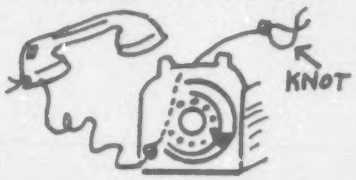


6. PUNCH A HOLE THROUGH BOTH PARTS

7. BRASS FASTENER



8. PULL STRING THROUGH



_____ _____

_____ _____

Activity Sheet #10 - Unit #III

Directions: Answer each question in a complete sentence by referring back to the directory.

STORE DIRECTORY

	Floor Numbers
Coffee Shop	4
Home Furnishing	4
Housewares	1
Infants Wear	2
Junior Dresses	2
Lavatories	4
Men's Wear	2
Perfumes	1
Sports Clothes	1
Sports Equipment	3
Stereo and T.V.	3
Toy Department	3
Women's Casuals	2

Jacob was going to the department store. He was going with Timothy. They were going to buy several things. To be certain of each department, they looked at the directory. They were going to buy sports clothes, some sports equipment, and finally get a bite to eat.

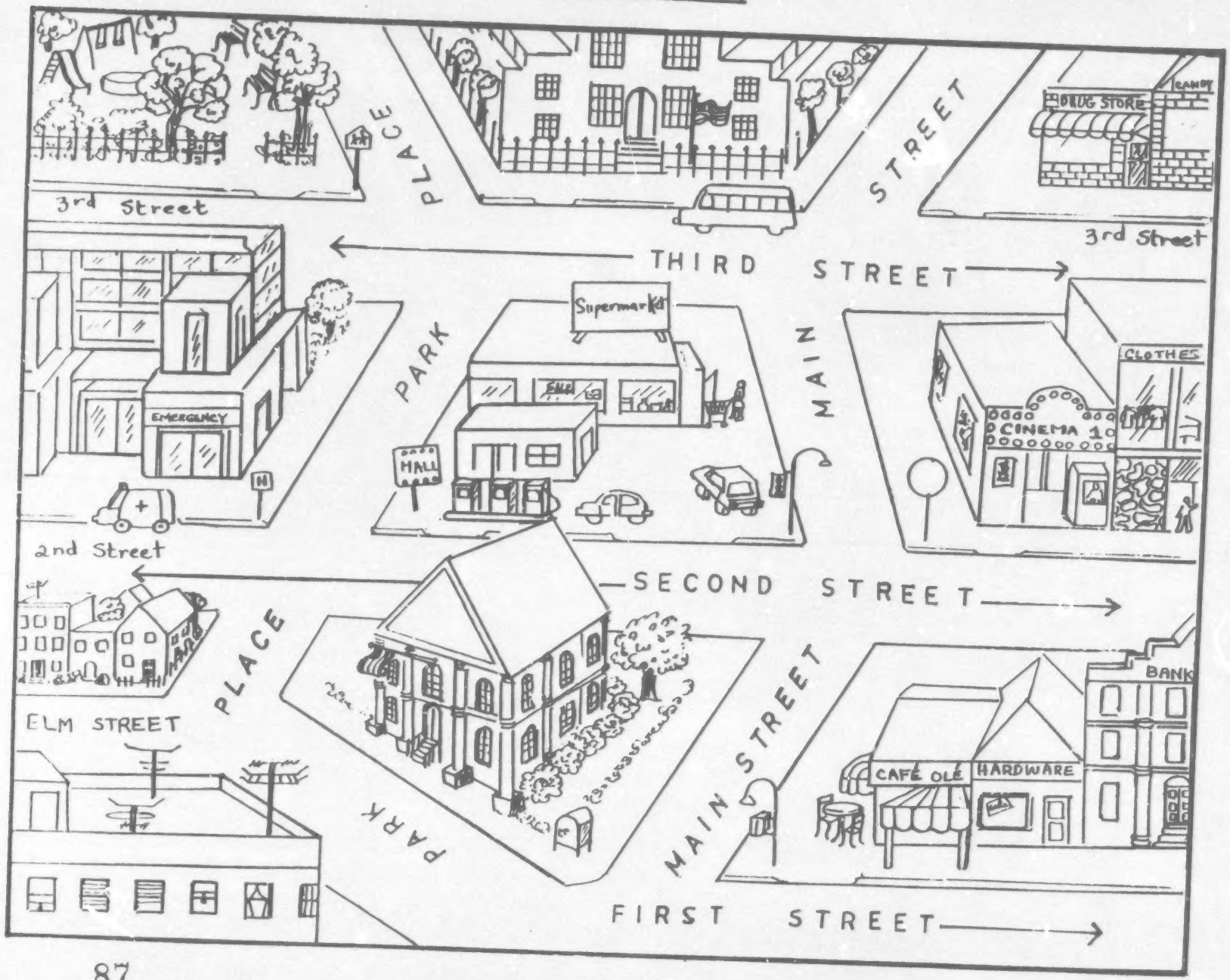
Questions

1. Where were Jacob and Timothy going?_____
2. What were they going to buy?_____
3. On what floor was the sports equipment?_____
4. What was on the first floor that the boys had to buy?_____

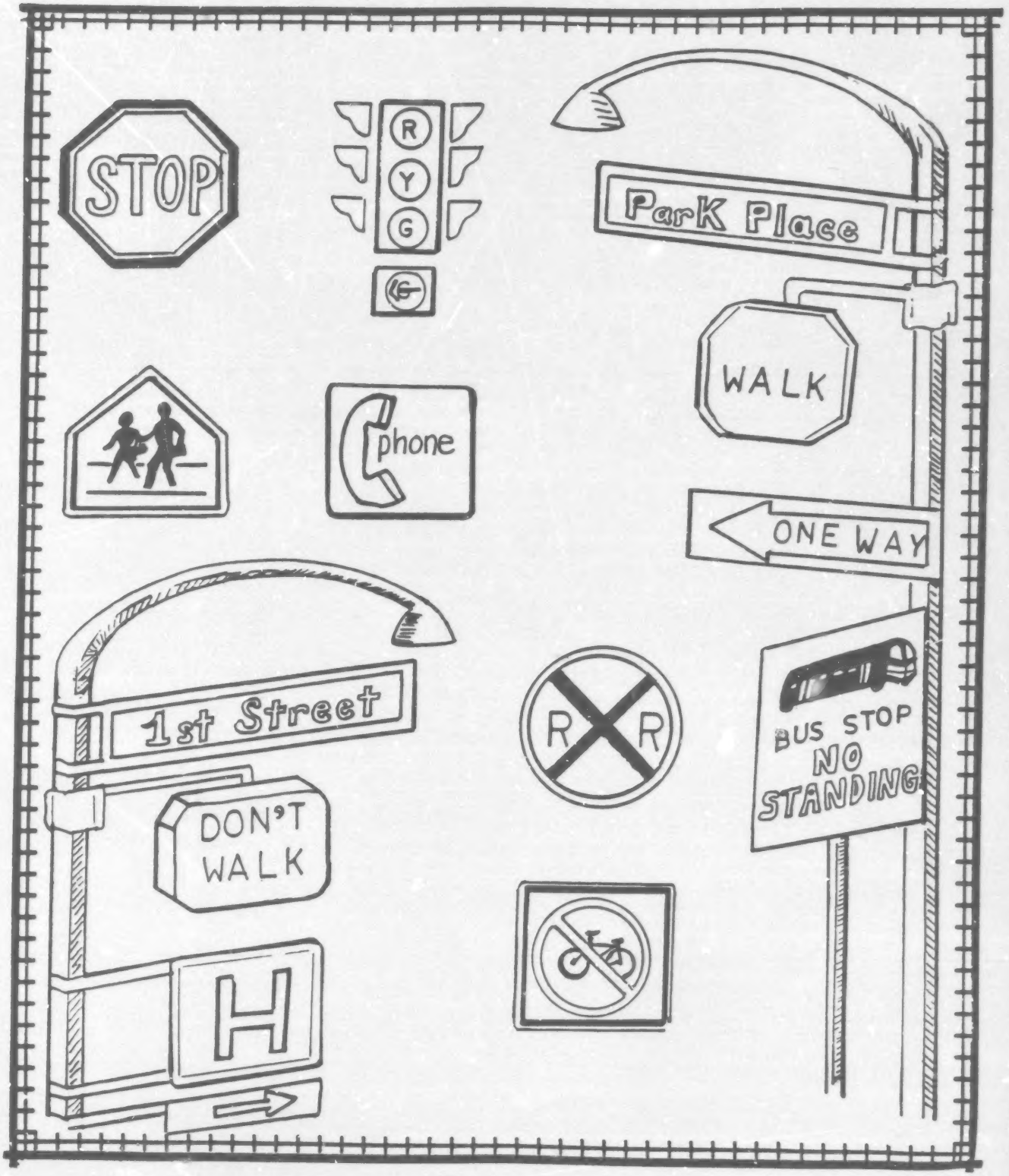
_____

5. Was the coffee shop on the first floor?_____

ACTIVITY SHEET #11. MY COMMUNITY



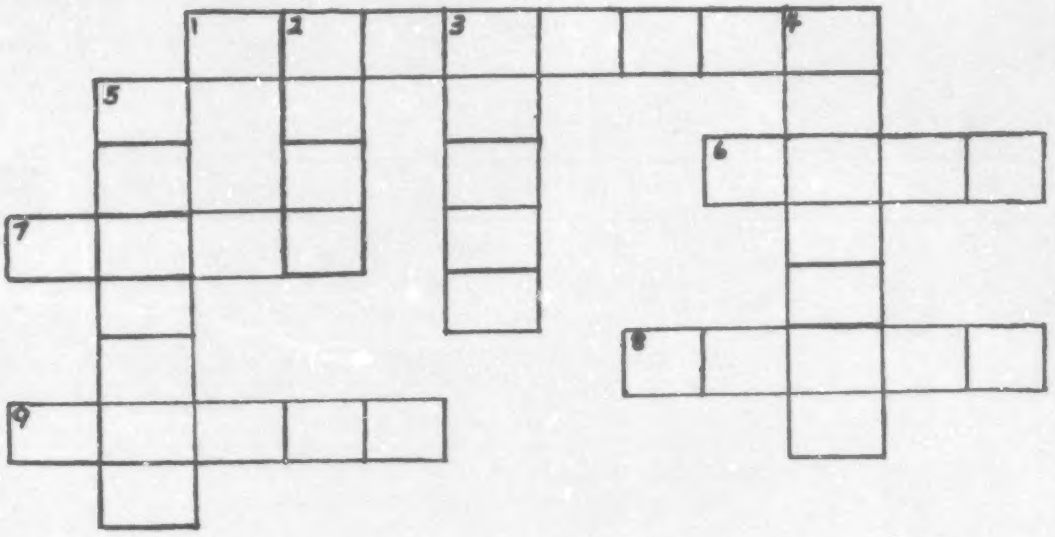
ACTIVITY SHEET #12: GETTING AROUND



Activity Sheet #13 - Unit #III

Vocabulary Crossword

Directions: Use the words in the word box to complete the puzzle.



platform	phone	line
mailbox	truck	fare
dial	token	station

Across

1. Stand at the station's _____.
6. Wait for the _____ tone.
7. Pay a 90¢ _____.
8. Call on the _____.
9. Buy a _____ at the booth.

Down

2. The telephone _____ was busy.
3. A _____ driver took us home.
4. Deposit mail in a _____.
5. Go to the train _____.

UNIT IV

CLOTHING AND SEASONS

SELECTIONS FROM MINIMUM TEACHING ESSENTIALS

Content Area	Concepts/Skills
Social Studies	
Kindergarten	Weather and Seasons p. 118
Mathematics	
Grade 5	Measurement: temperature p. 237
Science	
Grade 1	Weather From Day To Day p. 135
Grade 3	Observing and Measuring Weather Changes: Temperature p. 193
Grade 4	Weather and Climate From Season To Season p. 221
Communcation Arts	
Grade 1	Word Meaning: Structural Analysis p. 45
Grade 3	Comprehension: Literal p. 52 Word Meaning: Vocabulary Development p. 52
Grade 4	Writing: Creative and Functional p. 57
E.S.L.	
Beginning	Structural Analysis: Nouns, Verbs p. 78
Intermediate	Structural Analysis: Adjectives p. 81

SAMPLE TASK ANALYSIS

TOPIC: CLOTHING AND SEASONS

GENERAL OBJECTIVES: List the Characteristics of Each Season: Winter, Spring, Summer, Fall.

*This task analysis can be used for each season.

SUB-TASK ANALYSIS	ESL-SKILLS
1) Upon listening to a poem read by the teacher on the fall season, students will predict the season.	Listening
2) Students will select descriptive words that support their choice of season.	Writing
3) Students will read the poem independently.	Reading
4) Students will read vocabulary words verbally.	Speaking
5) Students will discuss the physical changes of the fall season.(e.g. leaves fall, cool weather).	Speaking
6) Students will discuss the change of temperature in the fall season.	Speaking
7) Students will list articles of clothing that are appropriate for the fall season.	Writing
8) Students will list activites and sports played in the fall season. (apple picking, football, etc.)	Writing
9) Students will discuss their likes and dislikes about the fall season.	Speaking
10) Students will list their favorite activities, hobbies, and holidays for the fall season.	Writing
11) Students will use the list of favorite activites, vocabulary words, and idioms to compose sentences about the fall season.	Writing

TOPIC: CLOTHING AND SEASONS

Sub-Topics

1. Weather and Temperature
2. Identifying the Four Seasons
3. Dressing for Each Season
4. Bargain Shopping

General Objectives

Students will:

1. Identify weather patterns and temperature changes
2. List the characteristics of each season: winter, spring, summer, fall
3. Select appropriate dress for each season
4. Practice purchasing clothing items on sale.

Vocabulary

Weather		Clothing/Shopping
weather	season	sale
sunny	winter	bargain
wind	spring	final rate
storm	summer	clearance
rainy	fall	cashier
foggy	holidays	
thunder	warm	
lightning	cold	
snow	thermometer	
hot	Celsius	
freezing	Farenheit	

Idioms

to be under the weather	to catch a cold
come up with	make ends meet
get worse	dress up
no refund	to pay with cash
to buy on credit	

Structures

Verb "to have" present and past
Adjectives and their placement
Who and When questions
Present tense

Motivational Activities

1. Present two pictures showing different seasons. Discuss the differences and similarities.

2. Present a filmstrip to make the students aware of the four seasons.

3. Use Jazz Chants page 19, "The Sun is Shining." Review changes in weather conditions.

4. Use weather posters to depict the changes in weather and proper dress codes.

5. Read A Snowy Day by Ezra Jack Keats to discuss what can and can not be done when it snows.

6. Have the students listen to a forecast on the radio in order to plan ahead for weekly activities.

7. Use a newspaper to look for advertisements showing sale items.

8. Collect flyers from different stores to show the students various shopping store alternatives.

9. Use direct questioning to help the students start a discussion about their own experiences with reference to shopping, being caught in a storm, or how they would dress for each season.

Useful Materials and Resources

Weather Charts
Thermometers
Calendars
Commercial Duplicating Masters ("The Weather")
Transparencies
Filmstrips
Raintree Books
English Around the World - Season Poster
Jazz Chants for Children
Littos - Vocabulary Builder (weather, seasons, clothing)
ESL-SEDAC Clothing/Seasons - Resource Art Packet
Pamphlet - "Where You Shop is as Important as What You Buy"
(Consumer Information Center)

A.V. Equipment

Cassettes
Record Player
Filmstrip Projector
Headphones

SAMPLE LESSON PLAN 1

Survival Skill — Dressing for Each Season

Level of Functioning — Beginner

Behavioral Objective — Students will select appropriate clothing for each season.

Vocabulary

spring	summer	autumn/fall
winter	to wear	pair of
boots	hat	scarf
pair of gloves/mittens	jacket	pants
bathing suit	raincoat	winter coat
umbrella		sweater

Idioms

to catch a cold — to feel

Structure - Present tense of verbs

Materials

. Detailed pictures or posters of the four seasons
. Poster of Seasons
. Flannel board
. Flannel board Weather/Clothing Kit
. Articles of clothing
. Empty soda or beer bottle and 1 paper cup
. Copies of rexos for student evaluation (sample included)

Motivation

1. Show class pictures of people dressed for the four different seasons. There will be: storm coats/jackets, woolen hats, gloves, scarves; light weight coat or jacket, sweater; raincoat, boots, umbrella; shorts, sleeveless shirts, dresses, bathing suits.

2. Ask students to describe what each picture shows. (Example: The sun is shining brightly, the trees are full of dark green leaves, the children are having fun in the pool/at the beach. They are wearing bathing suits).

   Ask the students why the people have storm jackets, hats and gloves on in the winter picture.

Activities

1. Motivation

2. Begin with a picture of winter. (Snow, bare trees, people sledding, ice skating, etc).

3. Using pictures of winter clothing or realia (items from your own wardrobe) show students that these should be worn in the cold weather.

4. Continue with pictures of the other seasons:

   Spring - warm, rainy, windy
   Summer - hot, breezy
   Autumn - cool
   (Show pictures or realia of appropriate clothing for different weather patterns.)

5. Review the names of the props and articles of clothing in the Flannel Board Weather Kit.

6. On flannel board, display one season picture, and the weather symbols. Direct a student to select suitable clothing, for the season and weather displayed, for the flannel board puppets to "wear."

   Example: Display "spring" clouds and rain. Student should dress the puppets with a raincoat, boots, umbrella.

7. Give all students an opportunity to describe what they see. "It is spring. It is raining. They need a raincoat, boots and an umbrella."

Alternate Activities

1. Give the student pictures from magazines to cut out and categorize according to the seasons. These can be pasted on to one large sheet of paper and made into a booklet form.

2. Booklets can be made of the four seasons, entitled "My (Season) Book," into which the student will paste pictures of (winter, spring, summer, autumn) and people dressed appropriately for the season.

Suggestions for Other Levels

1. For students on the Intermediate level, use the following story and dialogue:

   It is two days before Halloween. This morning on the radio the weatherman said, "Sunny today, but turning cold in the afternoon. Temperature going down to the 50's."
   Today, after lunch, the Fourth Grade is going on a class trip to buy some food for the class Halloween party. George goes with his class. He has just come from Haiti.

Dialogue:

Teacher: George, what is the matter?

George: I feel cold.*

Teacher: You need a heavy jacket today, not a sweater.*

Brenda: Every morning we listen to the radio for the weather report.

Joey: It tells us how to dress.

Teacher: Today all the children are wearing jackets and coats.

Brenda: The days are getting cold. It is autumn.

Joey: You can catch a cold by not wearing the right kind of clothes here.

George: I need a warm jacket. In Haiti, I wear only a shirt and pants.

Teacher: In New York we dress for the four seasons.

*Dialogue can be changed for different seasons and vocabulary.

2. Make a microphone out of a soda bottle and a paper cup: cut a hole in the lower part of one side of the paper cup and insert it on the top of the bottle.

Have students take turns speaking into the microphone giving weather reports. At the same time they should tell the class what to wear.

3. For advanced-level students, bring into class a prepared tape of various recorded weather reports. Have students listen to them and list the facts reported as well as 3 items of suitable clothing that could be worn. Example:

Temperature	What kind of day	What do you need to wear
73°	humid, hot	sundress, T-shirt, pants, shorts

Applications for an Integrated Day

Social Studies	This unit on clothing can be integrated in a social studies class when comparing different countries and cultures and their climate and modes of dress.
Math	Talking about differences in temperatures - higher or lower.
Science	Describing weather changes, positions of earth in relationship with the sun and the seasons, types of cloud formations.

Student Evaluation

* 1. Distribute Activity sheet #14. (WHAT'S WRONG HERE?) Have the students decide which season it shows, and then put an X on the clothing items that do not belong in each box.

2. Direct students to answer each sentence and check on the true or false line.

	True	False
a. When it is the Fourth of July, the weather is cold.	_____	_____
b. We wear a raincoat when it rains.	_____	_____
c. We swim at the beach in winter.	_____	_____
d. We need a sweater in the spring.	_____	_____
e. John wears a bathing suit when it snows.	_____	_____

3. Direct students to complete the following paired articles of clothing, by using the words at the bottom of this page.

a. shoes and _____

b. hat and _____

c. shirt and _____

d. _____ and skirt

e. raincoat and _____

umbrella	socks	blouse
tie	coat	

Teacher Self-Evaluation

1. Were your students able to remember the names and sequence of the four seasons?

2. Did your students enjoy making the toy microphone and playing the role of a weather person?

SAMPLE LESSON PLAN 2

Survival Skill - Weather and Temperature Changes

Level of Functioning - Intermediate

Behavioral Objective

Students will identify changes in the weather.

Vocabulary

thermometer	Celsius	warm
humid	freezing	cloudy
Fahrenheit	windy	thermostat
degrees	weather	termperature

Structures

Present tense of verb
Present Progressive
Adjectives

Motivation

1. Display pictures of various weather conditions. Show a picture of a thermometer and ask the following question.

   "What do we use this for?"

2. Bring in a thermos with hot water and another with ice cold water. Have available a thermometer. Place thermometer in hot and cold water. Ask students to observe the mercury and have them note the difference in temperature.

Materials

- hot and cold water thermoses
- thermostat
- red pencil
- thermometer
- pictures
- radio

Activities

1. Motivation

2. Define the words thermometer, thermostat, weather, temperature.

3. Introduce the words "Fahrenheit" and "Celsius" by using the thermometer. Use these words daily when doing the weather report. Allow time for children to learn the words.

4. Draw a thermometer on the board. Place degree mark above each number and then introduce the word.

5. Have students draw a thermometer in notebook to compute temperature changes. Place thermometer in a thermos filled with hot water and ask, "What is the hot water temperature?" Then direct students to compute the temperature using a red pencil.

6. Before immersing the thermometer in cold water, ask, "Do you think the temperature is going to be the same?" Then repeat procedure done with hot water.

7. Discuss the importance of understanding the meaning and the use of the thermometer. Explain how temperature changes affect our daily lives. For example: If students are not dressed properly in the winter, they can get pneumonia, asthma or frostbite. In the summer, they can suffer heat exhaustion and severe sunburn.

Alternate Activities

1. Present Progressive/Use of Present Participle - Complete the following sentences by inserting the proper form of the verb:

   a. (go) It is _____ to snow.
   b. (listen) Paul and Mary are _____ to the weather report.
   c. (wait) We are _____ for the rain to stop.
   d. (learn) The students are _____ to read the thermometer.
   e. (write) They are _____ the temperature on the blackboard.
   f. (buy) Carl is _____ a new thermostat.

* 2. Distribute Activity Sheet #15. Have students use cut-out of the Fahrenheit thermometer to shade in the temperature range of a specific season. The same activity can be repeated with the Celsius thermometer. Use the third thermometer to compare degree scales of Fahrenheit and Celsius.

3. Ask more advanced students to pretend they have to dress up for each forecast. Guide them to complete the following chart using the given items:

scarf	jacket	gloves	sandals	mittens
T-shirt	shorts	coat	ski-cap	sweater
boots				

1. 20° _____
2. 35° _____
3. 50° _____
4. 75° _____
5. 80° _____

Applications for an Integrated Day

Science	Observe and measure weather changes. Students can discuss how New York has a yearly cycle of four seasons and study the average temperature for each one.
Social Studies	Students can study the climate of different countries around the world and make a comparison.
Math	Students can develop the concept of temperature as the measure of heat using Celsius and Fahrenheit.

Suggestions for Other Levels

* 1. Distribute Activity Sheet #16. (SEASONAL WORD FIND) Ask the students to find the hidden words. Words may be found across, up and down. Have students draw a circle around each hidden word.

2. Ask students to draw a thermometer for each weather forecast and compare temperature changes.

Monday	Tuesday	Wednesday	Thursday	Friday
Mostly sunny 85-88°	Cold and windy 20-35°	Cloudy and cool 50-55°	Rain 60-63°	Hot and humid 90-95°

Student Evaluation

1. Listen to the weather report with the students. Have a student write the given temperature on the board. Ask the class to draw a thermometer and write the temperature. Afterwards, students could write a list of things they can wear (See Activity Sheet #15).

2. Read the following sentences to the class. They should respond by saying what to wear.

   a. It is 30°, very windy and snowing. What should you wear?

   b. Mary is going to the movies. The weather man says: "Partly cloudy. Showers in the afternoon, temperature in the low 50's." What should Mary do?

Teacher Self-Evaluation

1. Were students able to match varying temperatures with appropriate clothing?

2. Were students able to tell you at least one clothing item to use for hot, cold, rainy, and snowy days?

3. Did students like dressing up for different seasons?

SAMPLE LESSON PLAN 3

Survival Skill - Bargain Shopping for Clothing

Level of Functioning - Advanced

Behavioral Objective

Students will identify items that are on sale.

Vocabulary

sale	bargain	cash or charge	final sale
cashier	no refund	reduced	irregulars
no credit	clearance	discounts	advertisement

Idioms

make ends meet

Structures

Verb "to have" present and past tenses
Adjectives and their placement
What and where questions

Motivation

Show the students two ads. One showing an item not on sale and the other ad showing an item on sale.

Example:

AD 1

AD 2

Ask a direct question such as: "Which store would you have to shop in to save some money?"
Discuss which key word is in an ad (SALE, CLEARANCE, etc) to guide the students to look for bargains.

Materials

.newspaper ads .poster boards .magazines .scissors .paste
.taped recordings of radio and television ads .department store flyers

Activities

1. Give the students newspapers, scissors, glue, and poster boards. Tell the students to cut out ads for clothing sales and paste them on the poster boards.

2. Distribute newspapers, and glue. Tell students to choose an ad and list all the information in the ad. (location, prices, items for sale, etc.).

3. After everyone is finished, talk about the different ads. How are they appealing to the eye?, What words are used to promise a good deal? End the discussion after everyone has spoken about his or her ad.

Alternate Activities

1. Write a short story on a rexo for the students to read. Then, write out questions about the story.

   Example: Josie and Maxine have to shop for clothes. They read the newspaper ads looking for sales. Two stores advertised back-to-school sales. The girls had gone to both stores and knew they had good bargains. They went to the stores and shopped for their school clothes. They had a great day and saved a couple of dollars.

   a. What do the girls have to shop for?

   _____

   b. What did they have to read to find out about sales?

   _____

   c. Had they shopped before?

   _____

   d. Where did Josie and Maxine go?

   _____

   e. Did they have a good day?

   _____

   f. Have you looked for sales? Where?

   _____

2. Allow two or three students to listen to the radio using headphones. Have them listen for about 30 minutes. Tell them to write all the commercials announced during the pericd of time they listened. When the 30 minutes are up, give the students about 15 more minutes to describe one of the commercials. For example: a commercial about sport jackets was announced as being reduced by 30% for two days only at Alexander's. Tell them to underline the key words indicating that the item is on sale.

3. Provide a box filled with advertisements. Tell the student to go bargain hunting. The students will select from the box only those ads that present items on sale. Have the student write a couple of sentences explaining why items on sale were selected versus the items not on sale.

Applications for an Integrated Day

Mathematics	Plan a lesson on bargain shopping. Give the students a set amount of play money and a list of items to purchase. Provide the items with different prices. . Have the students bargain hunt for all the items and keep within the budget. . In the process, they must subtract and count their change, and work with dollar bills and different coins.
Art	Let students make their own store out of construction paper with pictures of clothing and their prices.

Suggestions for Other Levels

1. Discuss with the students the differences between shopping in large department stores and shopping at bargain stores. (E.g. flea market, thrift shop, a bazaar, garage sales, odd-lot). List the type of items sold and compare their quality and prices.

2. With older students, plan a field trip. If permitted, take students on a trip to a nearby store. There they can see which items are sold and labeled. Indicate labels such as sale, clearance, budget department, final sale, or discount so that the students can identify which signs to look for when looking for sales at other stores.

3. Prepare a rexo with scrambled sentences. Tell the students to rewrite each sentence in proper order. When each sentence is rewritten properly, it will read as a statement.

Example: Unscramble the words and rewrite them in sentence form.

a. wear/was/on/sale/All/children's

_____ (All children's wear was on sale.)

b. to/dress up/We have/four/seasons/for

_____ (We have four seasons to dress up for.)

c. at/the/flea/market/a/day/had/She/great

_____ (She had a great day at the flea market.)

d. items/have/stores/Most/reduced

_____ (Most stores have reduced items.)

e. window/shopping/went/They

_____ (They went window shopping.)

f. can/be/fun/hunting/Bargain

_____ (Bargain hunting can be fun.)

Student Evaluation

Provide drawing paper, crayons, markers, and a ruler. Tell the students to think of a product they would like to sell. When they decide on a product or item, tell them to design an ad. The ad should include the item or its name, the price, if it is on sale, and the size or color, if it applies. Suggest that the ads be colorful and appealing to the buyer. As the ads are completed, display them on a bulletin board in the classroom.

Teacher Self-Evaluation

1. Can your students use the present and past tenses correctly? Do they need help in learning when to use each tense?

2. What types of clothing do your students use most?

3. Were students able to understand why the prices are lowered at the end of a season?

RESOURCE ACTIVITIES

Listening/Speaking

1. Provide copies of the chant "Polka Dot Pajamas" from the book Jazz Chants for Children, page 60. Divide the class into two groups. One group reads the first sentence and the other group reads the second sentence which describes the first one. This chant helps the students review their adjectives and their placements. Allow students to change adjectives when they sing the song again.

2. Dialogue: In a Department Store

   Salesclerk: May I help you, Miss?

   Jackie: Yes, please tell me where I can find the sweaters that are on sale.

   Salesclerk: Sure, they are at the end of this aisle in the budget department.

   Jackie: Thank you very much.

   Jackie is now at the budget department. She has selected her sweaters and is ready to pay for them.

   Cashier: That'll be $17.42

   Jackie: All right. Here is a $20 bill. May I please have $1 in quarters?

   Cashier: O.K. Here is your change, $2.58 and please come again.

   Jackie: Thank you and have a nice day.

Reading

Direct students to find the hidden words from the list below.

h u m i d r f o g	s w r s e a s o n
a p a f p d u w d	l r i r a i n s e
i i n e f a l l g	e n w e a t h e r
l g a z h o t e e	e f r e e z e t e
c e l s i u s u s	t d e g r e e s t

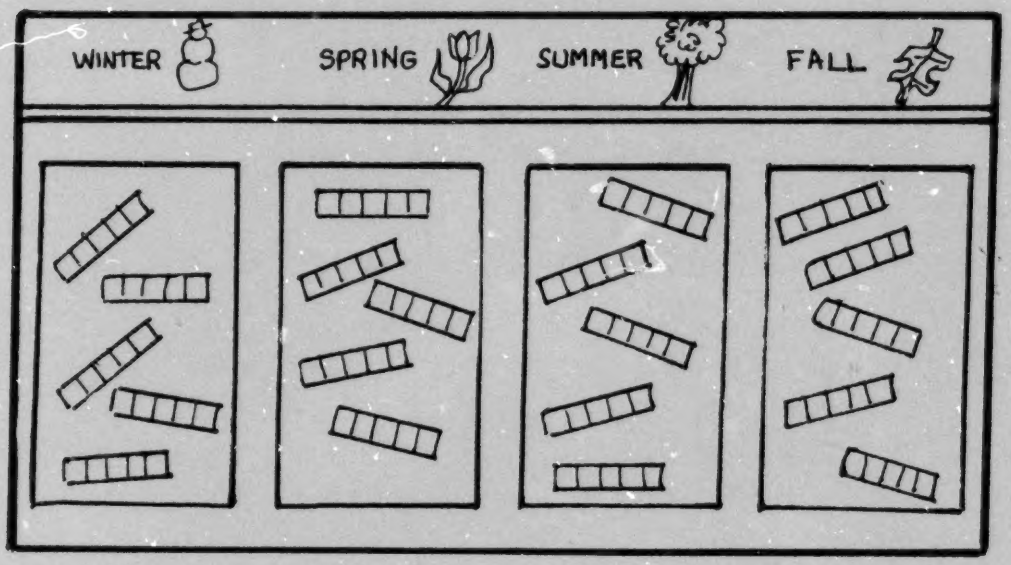
humid	weather	fall	hot
hail	freeze	rain	sleet
Celsius	season	degrees	fog

Writing

1. Give the students a piece of construction paper divided into five sections across and four sections down. Tell the students to write five things that they can see, do, or wear for each season. When everyone is finished, make four posters, one for each season, with the suggestions the students have written.

   Example:

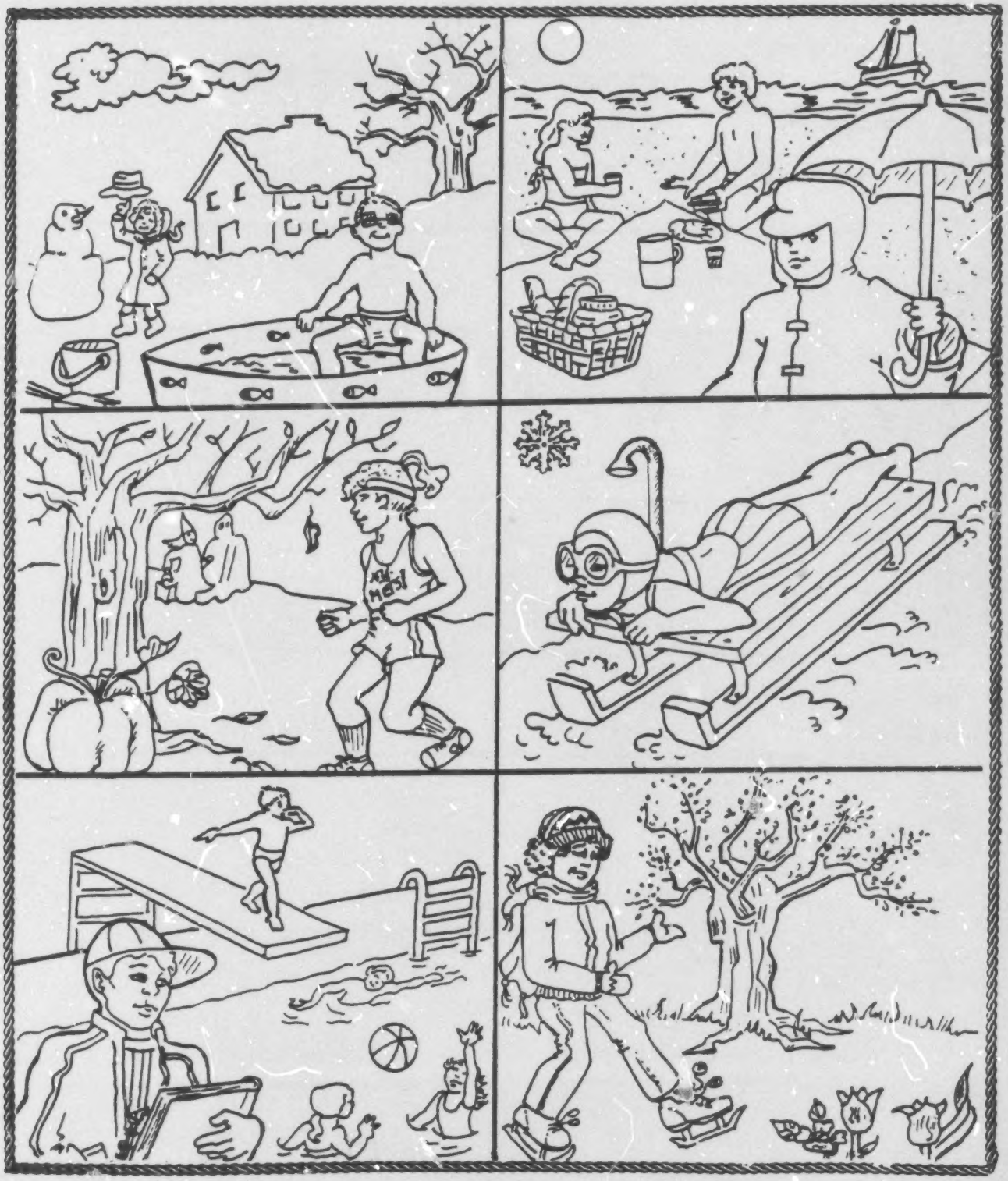
Winter	snow	coat	sled	hot chocolate	snowman
Spring	flowers	rain	jacket	trees in bloom	kite
Summer	swim	picnic	shorts	bathing	suntan
Fall	leaves	jacket	rake	start school	Halloween



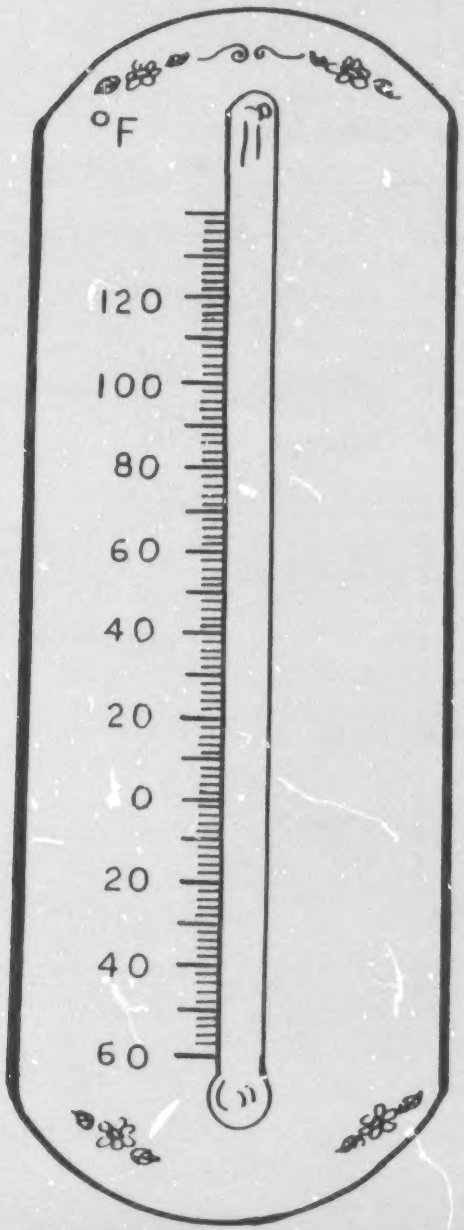
* Distribute Activity Sheet #17. (WHAT SEASON?) Have students complete as directed.

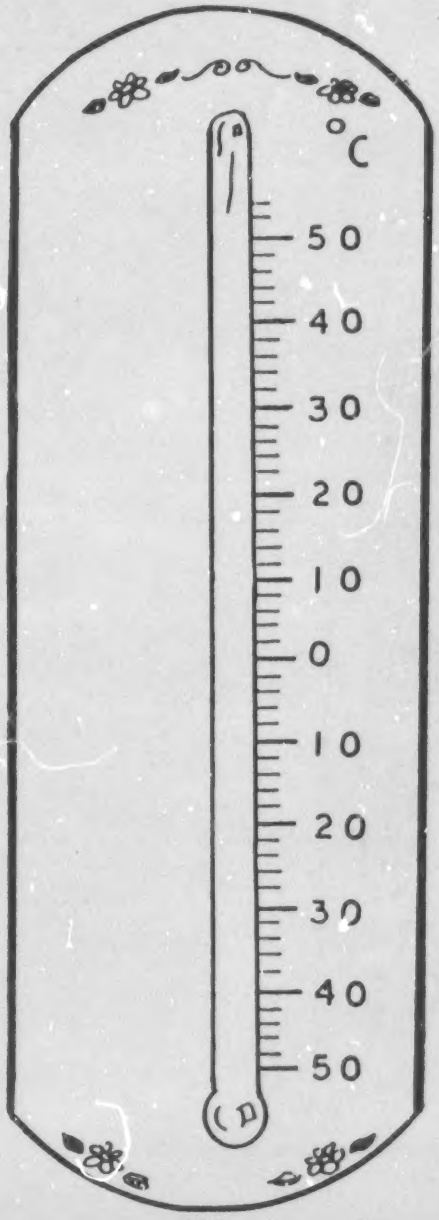
ACTIVITY SHEET #14: WHAT'S WRONG HERE?

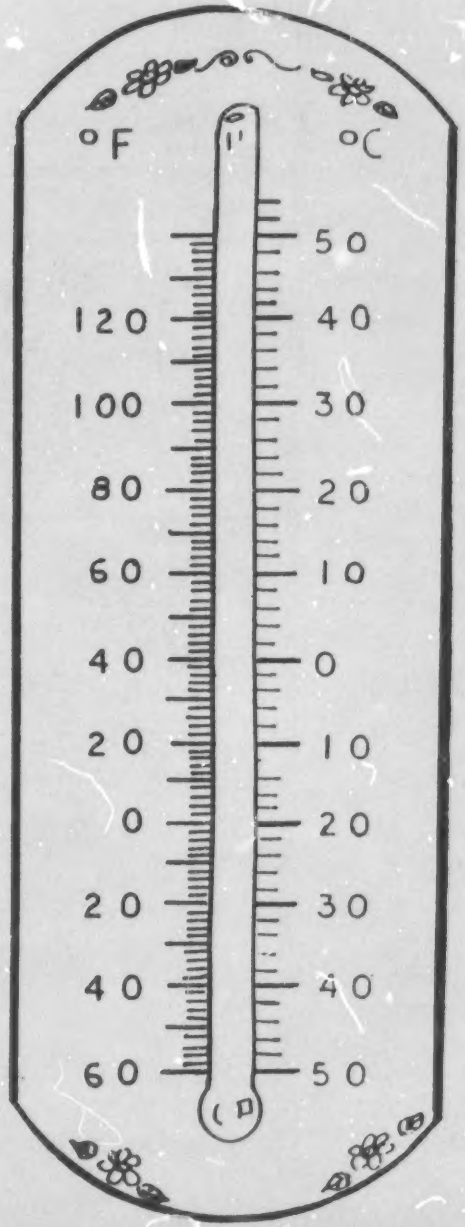
DIRECTIONS: IDENTIFY THE SEASON IN EACH PICTURE. PUT AN "X" ON THE THINGS THAT DO NOT BELONG.



ACTIVITY SHEET #15: FARENHEIT AND CELSIUS THERMOMETERS







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111

Activity Sheet #16 - Unit #IV

Directions: Find the hidden words. Words may be found across, up and down. Draw a circle around each hidden word.

autumn	spring	boot	summer	cold	warm
fall	Celsius	thermometer	degrees	hot	winter
Fahrenheit	temperature	freezing	weather	thermostat	

z x h d g f x d a t o h m a t

y w l l f a z r t e d c s h h

g o d i l h a e h m s e u n e

c f i j k r r s e p p l m e r

r d e g r e e s r e r s m t m

e l m n h n a h m r i i e t o

t o p t r h u b o a n u r f m

n g a l t e t h s t g s y m e

i e l v w i u a t u b o o t t

w a r m x t m t a r a e t g e

f r e e z i n g t e b c a h r

a x z t b u y v c w d s e s f

p h l f m g n r e a z m n t t

_____ _____

_____ _____

Activity Sheet #17 - Unit #IV

Directions: Fill in the blanks with the missing word.

winter	summer
autumn	spring

a. My birthday is in the _____.

b. The Fourth of July is a _____ holiday.

c. We go sledding every _____.

d. It rains a lot in the _____.

e. Halloween brightens up a grey _____ day.

f. In the _____ we love to go swimming at the beach.

g. My favorite holiday is in _____.

B. Fill in the missing word in the proper sequence.

a. winter, _____, summer, fall

b. _____, spring, summer, fall

c. winter, spring, _____ fall

d. winter, spring, summer, _____

C. Fill in the missing word.

a. In the _____, we shovel snow.

b. In the _____, our flowers grow.

c. When it's _____, we swim and play.

d. Now it's _____, and leaves we rake.

UNIT V

SHOPPING AND FOOD

SELECTIONS FROM MINIMUM TEACHING ESSENTIALS

Content Area	Concepts/Skills
Social Studies	
Grade 1	People Live in Groups-Families, School, Play and Work Groups p. 138 How Communities Are Interdependent p. 139
Mathematics	
Grade 1	Measurement p. 129
Grade 2	Measurement p. 152
Communication Arts	
Grade 2	Listening and Speaking p. 47 Word Meaning: Vocabulary Development, Structural Analysis p. 49
Grade 3	Word Meaning: Contextual Clues p. 52
E.S.L.	
Beginning	Structural Analysis: Subject, Pronouns, Questions p. 78 Aural-Oral Sequencing p. 80
Intermediate	Structural Analysis: Prepositions, Expletives p. 81

SAMPLE TASK ANALYSIS

TOPIC: SHOPPING AND FOODS

GENERAL OBJECTIVES: Students will identify and locate merchandise in a store.

	SUB-TASK ANALYSIS	ESL-SKILLS
1.	Upon listening to the teacher ask for the location of a supermarket, students will locate the supermarket on a poster of a city.	Listening
2.	Students will supply the names of different items found in a supermarket for teacher to list.	Speaking
3.	Students will follow as the teacher reads the vocabulary words by matching the picture of an item with a word.	Listening
4.	Students will read vocabulary words independently from the list.	Reading
5.	Students will state the vocabulary words in sentences.	Speaking
6.	Students will write the vocabulary words under two categories: edibles (things that can be eaten) and non-edibles (tissue, detergent, etc.)	Writing
7.	Given a picture of the supermarket, students will locate the areas where the different foods are found in the supermarket.	Writing
8.	Students will state that the dairy products (milk, cheese, eggs) and meats are kept in refrigerated areas.	Speaking
9.	Students will state that the fruits and vegetables can be fresh, frozen or packaged.	Speaking
10.	Students will diagram a supermarket depicting aisles and sections by names.	Writing
11.	In a simulated classroom supermarket, students will go to the respective areas with their shopping lists and purchase stated items.	Listening

TOPIC: SHOPPING AND FOOD

SUB-TOPICS

1. Identifying products and stores.
2. Planning for shopping.
3. Functioning in a shopping situation.

GENERAL OBJECTIVES

1. Students will differentiate between stores.
2. Students will identify and locate merchandise in a store.
3. Students will be familiar with packaging and quantity of products.
4. Students will read labels.

Vocabulary

Stores

- grocery store
- delicatessen
- candy store
- health food store
- flea market
- stationery store
- book store
- hardware store

Services

- laundromat
- post office
- shoemaker
- barber/beauty salon

Units of Measurements

- quart
- gallon
- half gallon
- dozen
- pint

Store Vocabulary

- aisle
- shelf
- meat section
- counter
- box

Store Items

- fruits
- vegetables
- beverages
- health care items
- soaps
- spices
- paper goods
- snacks
- frozen foods
- games

Idioms

- right here
- thank you
- you're welcome
- pay attention
- save up
- something else
- excuse me
- over there
- some day

Structures

1. All subject pronouns (I, you, he, she, it, we, they)
2. Demonstrative pronouns (this/that, these/those) (here/there)
3. Prepositions (in/on, next to, across, near, down, under, in front of, inside)
4. "Where" questions and "How much" questions
5. Verbs

   a. simple present tense
   b. present tense of "to be"
   c. regular past tense

Motivational Activities

1. Identifying Products and Stores

   - Teacher-guided tour of the neighborhood stores
   - Use of picture storybooks
   - Mapping - neighborhood with stores, inside a store
   - Construction of a store in the classroom
   - Use of realia such as actual store items

2. Planning for Shopping

   - Role playing in a home situation
   - Direct situational questioning
   - Window shopping for pre-shopping
   - Pre-recorded commercials

3. Functioning in a Shopping Situation

   - Role-playing dialogues
   - Recognizing signs & symbols

Useful Materials and Resources

- Picture file of foods and stores
- Realia
- Puppets
- Store advertising flyers
- Replicas of signs, posters

Supplementary Materials

- Oxford Picture Dictionary and wall charts - pgs. 14, 15, 20, 76
- National Dairy Council Poster - "The City"
- National Dairy Council Nutrition Kit
- Jazz Chants for Children, page 67, by Carolyn Graham "Grandma's Going to the Grocery Store"
- Flash Card Books - (Drugstore, Restaurant) Janus Publication
- Building Vocabulary, Book A, National Textbook Company

Audio-Visual Materials

For Individualization

- Language Master
- Cassettes and Head phones

For Groups

- Film strips
- Pictures
- Recordings

SAMPLE LESSON PLAN 1

Survival Skill - Food Identification

Level of Functioning - Beginner

Behavioral Objectives

1. Students will correctly identify three to five stores in their communities.

2. Students will match correctly five to eight items that can be bought at a supermarket or individual stores.

Vocabulary

eggs	cheese	bread	chicken parts	toilet paper
milk	vegetables	fruits	ice cream	cereal
aisle	grocery	supermarket	bakery	dairy
fish market	butcher shop	drug store	hardware store	candy store

Idioms

thank you	you're welcome	excuse me

Structures

Prepositions: on, in, behind, under
Present tense of verbs: to need, to have, to want
Where is? Where are?
Asking for directions

Motivation

1. Ask students to name the neighborhood stores.

2. Talk about the sections in a supermarket. (e.g. the dairy section, the meat section, etc.)

Materials

. Picture cards made from magazines and cardboard
. Bingo or lotto chart included in lesson

Activities

1. Practice identifying and/or reading the names of grocery items from a picture chart. Names of items can be on cards under picture.

2. In pairs, practice asking and answering the questions below.

   Change the questions by substituting "I," "she," "he," "they," "we"

Teacher: Do you need eggs?

Student: Yes, I need _____.

Teacher: Do you need cheese?

Student: Yes, I need _____.

Teacher: Do you have oranges?

Student: Yes, I have _____.

* 3. Distribute Activity Sheet #18. The Food Picture Chart can be used as a Bingo or Lotto game. Students can read and call out names of items; other students place markers on pictures of the items. By playing Lotto, students match picture to picture or word to picture until the entire card is covered.

Alternate Activities

1. Use the following story and dialogue with intermediate students.

José and his mother go to the supermarket. They need to buy food for dinner. They need milk, bread and chicken parts. They don't know where to find these items.

Dialogue: At the Supermarket

Characters: Mrs. García and the worker

Mrs. García: Excuse me, Where can I find milk?
Worker: The milk is in the refrigerator case in aisle 6.
Mrs. García: Where is the bread?
Worker: The bread is on the shelf in aisle 1.
Mrs. García: Where are the chicken parts?
Worker: They are in the meat section in aisle 3.
Mrs. García: Thank you.
Worker: You're welcome.

2. Dialogue

Shopper: Excuse me, where are the soups?

Store clerk: The soups are behind the bread in aisle 3.

Shopper: Excuse me, where are the soups?

Store clerk: I said that the soups are behind the bread in aisle 3.

The student could repeat this dialogue substituting different nouns, verbs and prepositions. For example:

Shopper: Excuse me, where are the carrots?
Where is the cheese?

Store clerk: The carrots are in front of the pepper in aisle nine.
The cheese is next to the milk in aisle ten.

Shopper: Where are the carrots?

Store clerk: Straight ahead, in front of the peppers.
The cheese is next to the milk.

NOTE: This set-up can be used for various types of stores, such as hardware, health food, and delicatessen.

3. Have students make a list of foods they eat regularly and bring it to class. Using dictionaries and/or pictures of the food, they will identify the English names for these items.

4. Have students bring in their favorite recipes to class. (If they cook without recipes, estimate the amounts, and list the principal ingredients.)

In class use the recipes to practice; "I need _____" or "she needs _____" for the recipe. Use the recipes to make shopping lists of the ingredients you will need to make the particular dish.

Applications for an Integrated Day

Social Studies	Students can study the origin of foods and where they grow best.
Language Arts	1. Have students dictate experience stories about foods they saw while shopping at a nearby store. 2. Students can create a picture cookbook with items to shop for.
Art	Students can make a collage with pictures of stores or foods that can be bought in different stores.

Student Evaluation

1. Ask the students to identify the store for purchasing these items: (Accept supermarket but ask for another store too.)

ice cream	mop	salt	broom
chocolate	chopped meat	toilet paper	cold cuts
frozen orange juice	bananas	rice	soap

2. Describe different items of food and have students identify them, for example:

   It is white, we drink it in school and at home. _____

   It is a kind of bread. It has a hole in the middle. _____

3. Provide a scrambled shopping list, ask students to put in order by categories, for example:

Shopping List	Store 1	Store 2
pears	pears	mop
mop	oranges	pail
pail	grapes	tacks
oranges		
tacks		
grapes		

Teacher Self-Evaluation

1. Were students able to name local stores?
2. Did students have difficulty in grouping items and stores?
3. Was each student actively involved?

SAMPLE LESSON PLAN 2

Survival Skill - Planning for Shopping

Level of Functioning - Beginner/Intermediate

Behavioral Objectives

1. Students will prepare a shopping list.
2. Students will compute cost and savings of items using coupons.
3. Students will compare how items are packaged by quantity, using labels.

coupon	flyer	bag	can	bottle
jar	loaf	tube	a head of	a bottle of
a dozen	a half dozen	a quart of	a pound of	a gallon

Structures

How much?
How many?
Standard and Non-Standard quantities of liquids and solids

Materials

labels
coupons
used boxes, cans, bottles, etc.

Motivation

Have students suggest foods they would buy for a breakfast menu.

Activities

1. Have available picture cards of different items, matching flash cards and blank shopping lists.
   a. Ask students to select items they buy (use picture cards).
   b. Ask students to match corresponding flashcard to picture card.
   c. Ask students to write the names of the items they have selected on the shopping list

2. Teach the new vocabulary before the lesson. Help students to understand the items by drawing them or bringing them in. After the lesson, make a list on the board of other goods that are packed in containers. Discuss them with the group (Refer to Activity Sheet #18).

Vocabulary

a dozen eggs	a head of lettuce
a box of cereal	a bag of onions
a quart of juice	a can of tuna
a gallon of milk	a jar of peanut butter
a bottle of oil	a tube of toothpaste
a loaf of bread	

Students will write vocabulary words correctly under picture of food item.

A CAN OF TUNA

A DOZEN EGGS

3. Have students change the underlined quantity expressions by substituting different vocabulary.

. dozen eggs	. half dozen mangoes
. dozen donuts	. half dozen apples
. dozen rolls	

4. Bring in coupons (from manufacturers and stores) and store flyers. Give each student one flyer and a supply of coupons.

   . Have students locate and match the product name on the coupon with the product name on the flyer sheet.

   . Students will write the price of the product on a sheet of paper and the amount of the coupon under price.

5. Students will subtract the coupon amount from the original price to determine how much they will pay for the product.

Product	Amount	Coupon	Net Price
1 can of peas	.39	.05	.34

Suggestions for Other Levels

José is at the drugstore. He is buying aspirins. He has ten dollars. The aspirins cost $2.95. He wants to be sure he gets the right change.

Dialogue

José:	Where are the bottles of aspirin?
Worker:	Right here, behind the counter.
José:	Thank you. How much is each bottle?
Worker:	It is $2.95. No sales tax is charged.
José:	Here is $10.00
Worker:	This is your change.

NOTE: Have class complete the dialogue by computing the math problem.

2. Have each student choose an item and tell how they would package it and how much they would sell it for.

Applications for an Integrated Day

Cooking/Science/Language Arts

Materials needed:
- Can of chicken noodle soup
- Box of soup
- Rexo of a recipe taken from the labels of cans or boxes of soup.
- 2 hot plates, 2 pots, water

1. Students can take a short trip to a nearby grocery store to buy a can of soup and a box of soup. Explain that they are both soups. Display can and box of chicken noodle soup on the desk.

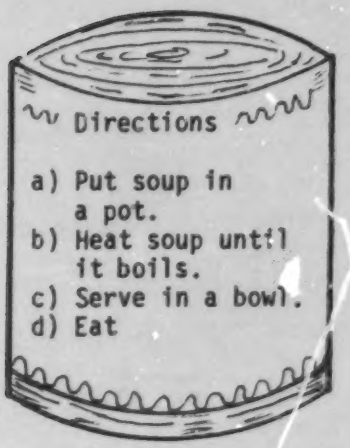
2. Shake one and listen to the liquid sound. Shake the other and listen to the powdery sound.

3. Ask: "Do we cook them both the same way?" (yes or no response)

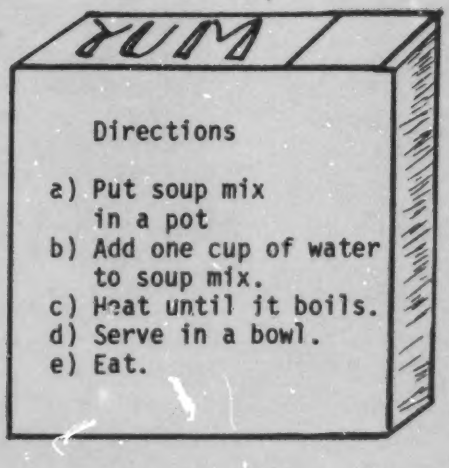
4. Explain that one can be heated in a pot to be eaten. But, the other one needs something else to make it ready to eat. Ask "What does it need?" (Children might say milk, water, etc.) Then say: "Let's find out."

5. Pass out rexo sheets with drawing of recipe from a label of a can and box of chicken noodle soup

Can of Soup



Box of Soup



6. Have students read the label on the can and the box.

7. Ask students:

   a. Which one can be heated in a pot and is ready to eat?

   b. Which one needs something else to make it ready to eat?

   c. What does it need? (water)

8. Cooking activity: Divide into 2 groups, use recipes to cook. Compare dry and liquid soups before and after cooking.

Suggested Follow-up Activities

1. Make an experience chart with children's responses about:

   a. The trip to the store
   b. What the difference is between a can and box of soup
   c. Cooking experience:
      . How it tasted
      . What they needed
      . How they liked it
      . What goes well with soup

2. Distribute Activity Sheet #19. (MAKING SOUP) Use rebus reading for experience chart.

Student Evaluation

Students will complete at least one of the following activities:
(Supply your class with a flyer from a supermarket and several different savings coupons. Each student is given money and a shopping list.)

1. Students will locate items on shopping list from the supermarket flyer and write the prices.

2. Students will then add all the product prices.

3. Students will use coupons to subtract from total.

4. Student will determine change from money given.

Teacher Self-Evaluation

1. Did students enjoy using coupons and flyers?

2. For which computational skills do you need to provide more practice?

3. Were students able to understand how to use coupons to save money?

SAMPLE LESSON PLAN 3

Survival Skill - Shopping

Level of Functioning: Intermediate/Advanced

Behavioral Objectives:

1. Students will use consumer information from the media.
2. Students will use proper dialogue in a shopping situation.

Vocabulary

toy store save money box pieces board game

Structures

Verbs: Present tense - wants, remembers
Past tense - asked

Prepositions: in, inside

Motivation - Story

José is in the toy store. He saved four dollars to buy a game he saw on TV. He doesn't remember the name of the game that he wants. He remembers it comes in a box. It has a board with red and black squares and many pieces.

Materials

- Chalkboard
- Rexo of vocabulary words, idiom and story
- Rexo of questions and blank lines for answers

Activities

1. Teacher should give out rexos and read the vocabulary and idioms.
2. Make sure students know what the vocabulary means.
3. Read the story aloud as students follow.
4. Have students answer the questions one at a time.
5. Teacher will write the answers on the board as students dictate.
6. Teacher should emphasize the fact that by answering these questions, they are composing a paragraph.

Questions

1. Where is José?
2. What does he want to buy?
3. How much money does he have?
4. What is his problem?
5. What does the game look like?

Alternate Activity

Prepare a fill-in activity, omitting the prepositions, the verbs or the vocabulary. For example: (in, on, inside)

Jose is _____ the toy store. He saved up to buy a game that he saw ____ TV. He remembers what is_____ the game that he wants. He remembers it comes _____ a box and has many pieces. _____ the box is a board with red and black squares.

Suggestions for Other Levels

For beginners, play an add-on game, such as:

I want to buy a kite.

I want to buy a kite and a game.

I want to buy a kite, a game, and a spaceship.

(Each student repeats what the previous students have said and adds on an item that they want to buy.)

Application for an Integrated Day

Language Arts	Students can make up their own radio or TV commercials and present them to the class.
Mathematics	Students can compare advertisements for the same toy and compute how much they can save.

Student Evaluation

Have students pair up and describe to one another a product they have seen advertised on TV or in the newspaper. They should be encouraged to describe the products accurately enough for other students to name that product.

Teacher Self-Evaluation

1. Were students able to describe items they would like to buy that they have seen on TV?

2. Which students had difficulty with the fill-in activity?

RESOURCE ACTIVITIES

Listening/Speaking

1. Have intermediate students listen to/or read the story and discuss flea markets.

Scene: Avenue B Flea Market

Wang Lee and Tom Ng want to buy bath soaps for their mothers. Hector suggests they go to 4th Street and Avenue B, where there is a Flea Market.

Dialogue

Hector: Listen fellows, the best place to buy is at the Avenue B Flea Market.

Wang Lee: Oh yes? Do they sell soap there?

Hector: They sell everything. Everything!

Tom Ng: But we don't have that much money.

Hector: Well, you don't have to worry too much about money. Things are usually less expensive and they don't charge tax.

Wang Lee: They don't charge tax?

Hector: Not at this Flea Market. It's like a group of street vendors under one tent.

Tom Ng: Thanks, Hector. That sounds like fun! We will go right after class.

NOTE: After students read this story and dialogue, teacher could ask students to set up a Flea Market.

READING

1. The Alphabet Game

   Using the alphabet and pictures, have students name different foods that begin with each letter.

   Example: A - apple B - banana C - corn

2. Classification Game

   Using flannelboard pictures of different stores and items, have students place corresponding flashcards under the stores.

3. Bingo Food Game

   Make board with names of foods and cards with pictures of foods or vice-versa. Good game to play with a larger group.

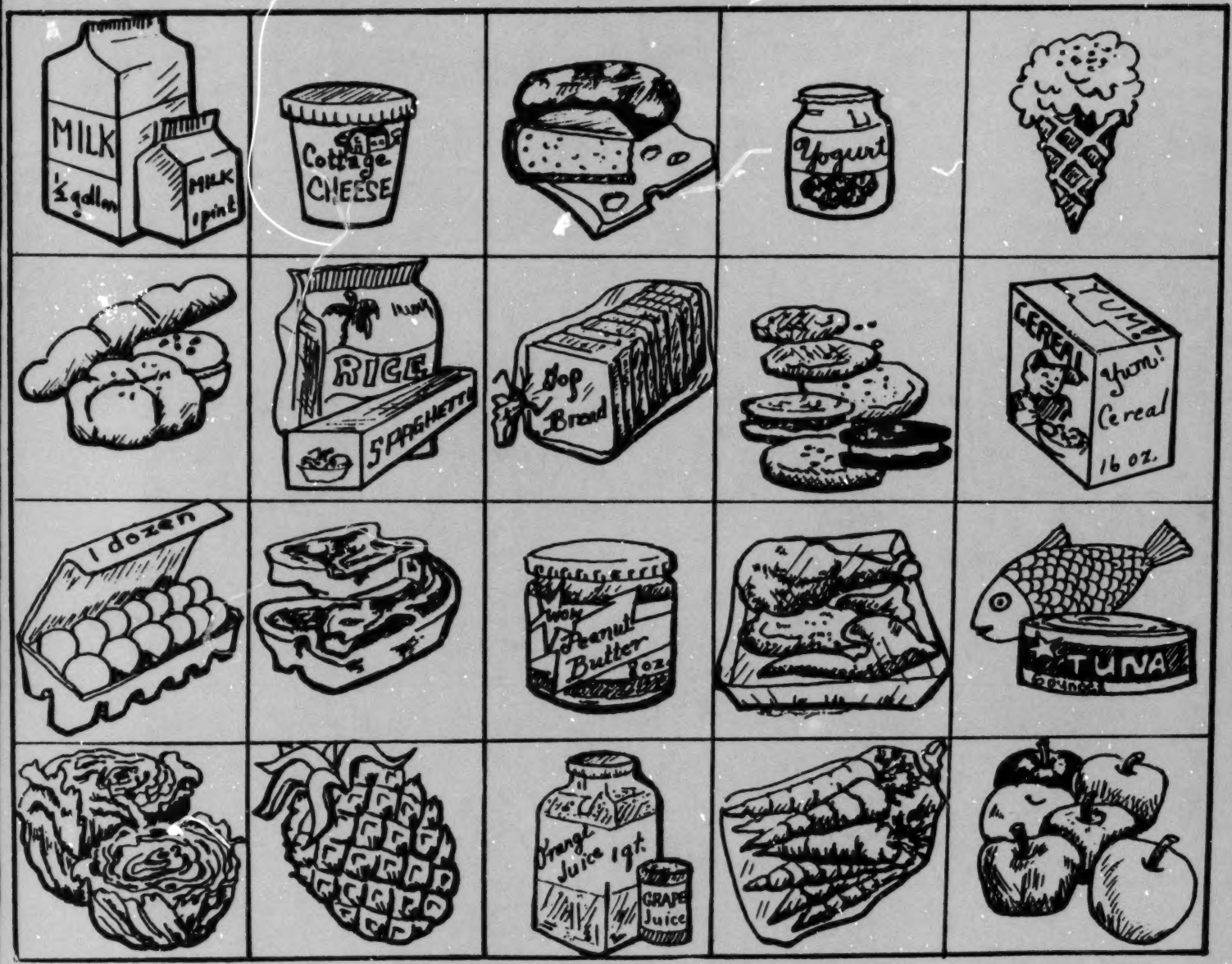
4. Puzzle

   Paste a picture of a food on cards. On the back of each card, print the item's name. Cut the cards and scramble the pieces. List the number of words they have made.

Writing

* Distribute Activity Sheet #20. (HOW MUCH?) Have students complete as directed.

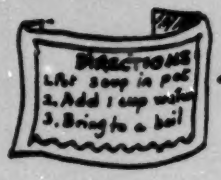
ACTIVITY SHEET #18: FOOD PICTURE CHART



ACTIVITY SHEET #19: MAKING SOUP

WE WENT TO THE

AND A

OF SOUP. WE READ THE 

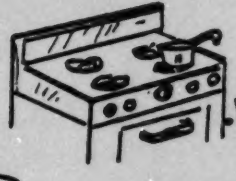
. IT SAID TO

A OF . WE USED A

TO OPEN THE

. WE THE SOUP INTO A

AND ed A OF WE PLACED THE

ON THE  WE HEATED THE SOUP UNTIL IT

WE THE SOUP IN . WE

THE SOUP. IT WAS GOOD!

_____ _____

_____ _____

Activity Sheet #20 - Unit #V

HOW MUCH?

I. From the list below select the items you would buy by the pound and list them in Column A. Select the items you would buy by the quart and list them in Column B.

rice	oil	beans	soup
watermelon	apple juice	potatoes	chicken
milk	ice cream	chop meat	soda
butter	bananas	fruit punch	pineapple juice

Column A	Column B
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

II. Write the equivalent for the following items:

8 ounces of cheese _____

6 ounces of fish _____

6 eggs _____

12 bagels _____

2 pints of juice _____

2 quarts of milk _____

4 quarts of cream _____

UNIT VI

HEALTH, HYGIENE, AND SAFETY

SELECTIONS FROM MINIMUM TEACHING ESSENTIALS

Content Area	Concepts/Skills
Health Education	
Grade 3	Comprehension: Inferential p. 52
Grade 4	Cleanliness and Health Protection p. 205 Dental Health p. 205 Alcohol, Tobacco and Substance Abuse p. 207
Grade 5	Cleanliness and Health Protection p. 229 Dental Health p. 229
Grade 6	Exercise, Rest and Sleep p. 231 Nutrition p. 265
E.S.L.	
Intermediate	Structural Analysis: Verbs, Expletives, Questions p. 81
Communication Arts	
Grade 2	Writing: Expressional and Functional p. 50
Grade 3	Comprehension: Inferential p. 52
Grade 4-6	Listening and Speaking p. 55, 59, 63
Grade 5	Writing: Creative and Functional p. 61

SAMPLE TASK ANALYSIS

TOPIC: HEALTH, HYGIENE AND SAFETY

GENERAL OBJECTIVE: Planning for Good Nutrition

SUB-TASKS	ESL-SKILLS
1. Students will talk about their favorite foods.	Speaking
2. Students will describe their favorite foods consumed for breakfast, lunch, and dinner.	Speaking
3. Students will list the foods on a chart categorizing those for breakfast, lunch and dinner.	Writing
4. Students will use the "Chart of Good Nutrition" provided by the Dairy Council to label each food by group. (Milk and Dairy Products, Meat and Fish, Fruits and Vegetables, Bread and Cereal).	Writing
5. Students will use "The Chart of Good Nutrition" provided by the Dairy Council to check their selections for balance.	Reading
6. Students will substitute the labels and the pictures on their chart with those recommended on the "Chart of Good Nutrition."	Writing
7. Students will collect several food labels and read the main ingredients on the label.	Reading
8. Students will explain the order in which the ingredients are placed on the labels.	Speaking
9. Students will explain why fresh fruits and vegetables are recommended for a well balanced menu instead of canned goods.	Speaking
10. Students will form three groups. Each group will plan one well balanced meal by making a chart with the names and illustrations (pictures, drawings) of the foods included in a well balanced meal.	Writing

TOPIC: HEALTH, HYGIENE AND SAFETY

SUB-TOPICS

1. Planning for good nutrition.
2. Developing good habits for personal body care and grooming.
3. Taking care of yourself and others during illness and medical emergencies.

GENERAL OBJECTIVES

1. Planning for good nutrition

   a. Student will plan menus for breakfast, lunch, and dinner.

   b. Students will select foods for their nutritional value by reading ingredients.

   c. Students will categorize foods into the Four Basic Food Groups.

2. Developing good grooming habits and body care

   a. Students will develop a daily grooming routine.

   b. Students will be aware of specific body parts and their care.

3. Dealing with medical emergencies.

   a. Students will become familiar with a first aid kit.

   b. Students will verbally communicate feelings of pain.

   c. Students will develop a check-list of safety habits.

   d. Students will discuss personal emergencies and ways to deal with them.

Idioms

tie up	call up	wash up
care for	watch out	clean up
think over	something the matter	once in a while
to have on	all right	to go wrong
to make sure	what's the matter	most of the time
to catch a cold		

Vocabulary	Health	Hygiene	Safety
	aspirin	shampoo	lock/key
	band-aid	deodorant	gate
	rubbing alcohol	tooth paste	alarm
		comb/brush	smoke detector
		soap	

Structures

1. Adjectives and their placement
2. Adverbs and their placement
3. Comparative adjectives
4. Past tense verbs
5. Future - "Going to"
6. "How" - "What" questions
7. Frequency words - always, never, sometimes, now
8. Verb: Have/has

Motivational Activities

1. By using illustrations of different foods, students will develop visual menus.

2. To encourage good grooming, set-up a time and space for "hands on" activities.

3. Use pictures from a first aid book or magazines to illustrate physical discomforts (e.g. broken arm, a headache, backache).

4. Take class trips to the clinics.

5. Have guest speakers from the medical profession in the community present relevant topics of interest.

6. Make assorted health pamphlets available for students to refer to at their leisure.

Useful Materials and Resources

- Play telephones
- Related Pictures and Filmstrips
- A First Aid Kit
- Sample Menus
- Assorted Product Labels
- Assorted grooming realia (tooth paste, soap, etc. powders, deodorants)

Resources

- Jazz Chants For Children - "I Feel Terrible" page 71
- Oxford Picture Dictionary - pages 8 (The Human Body)
  17 (Fire and Medical Services)
  26 (A House)
- Drugstore Language Flashcards (Janus)
- Building Life Skills - Skill Booster D

SAMPLE LESSON PLAN 1

Survival Skill - Health - Planning Nutritional Menus

Level of Functioning - Beginner/Intermediate

Behavioral Objectives

1. Students will classify favorite foods according to food groups.
2. Students will write a nutritional menu for breakfast.

Vocabulary

menu	breakfast	juices	omelettes
beverages	lunch	supper	dinner

Idioms

- pick out
- to make sure
- once in a while

Structures

- Future tense "going to"
- Adjectives
- Frequency words - always, sometimes, never

Motivation

Give students illustrations of different foods. Ask which foods will make a balanced meal (breakfast, lunch, dinner).

Materials

- National Dairy Council Nutrition Kit
- Illustrations of foods
- Blank menus
- Colored pencils

Activities

1. Teacher will ask students to pretend they are going to be owners of a health food restaurant.

2. Teacher will present assorted pictures of foods and instruct students to choose those foods that should be listed under breakfast foods and beverages.

3. Students will write a menu. Have students do the same lesson substituting menus for lunch and dinner.

Alternate Activities

1. Read a list of ingredients that are included in common foods. Use ingredients listed on the back of labels.

   For example:

Foods	Ingredients
a. cold cereals -	sugar, wheat, oats, etc.
b. soups -	salt, vegetables, meat, etc.
c. ice cream -	natural flavors, coloring etc.

   Apply this information to a chant as a pattern drill.
   Tune: "Who's That Knocking on My Door?"

   What did I eat this morning?

   What did I eat this morning?

   What did I eat this morning?

   Said little Sue Lee (Substitute other children's name).

   I ate cold cereal

   That contained sugar and spice

   That contained vitamin c

   (You can substitute other products with their respective ingredients.)

2. Ask students to look at the menus and place their orders.

   "What are you going to have?"
   "I'm going to have _____."

3. Teacher will write orders on the board and students will determine the four food groups.

Suggestions for Other Levels

For beginning students, the teacher can list the vocabulary for a menu and let students draw pictures.

Examples: apple juice, grape juice, bread, bagel, muffin

Applications for an Integrated Day

Art	Have students make a cover or folder for their completed menu using vegetable printing. Do this by cutting up a hard vegetable (potato, carrot) cut shapes out of it, dip the shape in tempera and use it as you would a stamper.
Consumer Education	Have students list the ingredients of different breads. Contrast natural grain breads to the breads with artificial ingredients. Compare the cost of each product.

Student Evaluation

Differentiate the four food groups and keep a chart.

Have each student prepare four columns, one for each food group.
Have students record what they eat for a day.

	Dairy	Cereals	Fruit and Vegetables	Protein
Breakfast				
Lunch				
Dinner				
Snack				

Depending on group (beginner or intermediate), use pictures of foods to complete charts or write names of products. Everything they eat must be recorded daily. (See Activity Sheet #18)

Teacher Self-Evaluation

1. Were students able to match foods appropriate for breakfast, lunch, and supper?

2. Do any of your students have difficulty with the concept of time when they use "going to" for the future?

3. Were all students involved in planning menus and role-playing in a restaurant situation?

SAMPLE LESSON PLAN 2

Survival Skills - Grooming and Parts of the Body

Level of Functioning - Beginner/Intermediate

Behavioral Objectives

1. Students will name at least five parts of the body.
2. Students will explain the use of soap, shampoo, perfume, and cologne.

Vocabulary

Beginner Words		Intermediate Words
head	neck	shoulder
ears	arm	chest
eyes	elbow	wrist
nose	stomach	thumb
mouth	leg	ankle
hand	knee	torso
foot	finger	limbs
soap	toe	liquid soap
shampoo	perfume	deodorant
lotion		tissues
		cologne

Idioms

to wash up

Structures

Present tense of the verbs: to wash, to brush

Motivation

1. Play "Simon Says" with the students to teach the names of the different parts of the body.
2. Present a bar of soap and plastic bottles of shampoo, liquid soap, perfume and cologne. Tell the students to name the contents of the bottles and let them smell and feel the products.

Activities

1. Talk with students about the things they do to clean themselves when they get up in the morning and before they go to bed, for example:

   Morning
   a. I brush my teeth.
   b. I comb my hair.
   c. I wash up/I shower/I wash my hands and face.
   d. I spray on perfume.

   Evening
   a. I take a warm bath.
   b. Daddy shampoos my hair.
   c. Mommy cuts my nails.

2. Let students role play a series of these actions.

3. Use the following story and dialogue to develop vocabulary and understanding of the use of health aids.

   Nadine found a new package in the bathroom at home. She looked at the label, but it was wet. She didn't know if it was soap, shampoo or cologne. She wondered what it was for.

   ### Dialogue

Nadine.	Papa, what is this bottle in the bathroom?
Papa:	Which one?
Nadine:	The new, big yellow bottle.
Papa:	Read the label.
Nadine:	I can't. It's wet.
Papa:	It's liquid soap.

   ### Questions

   . What did Nadine see in the bathroom?
   . Was it an old bottle of shampoo?
   . Which do you like--a bar of soap or liquid soap?

Alternate Activity

Students can arrange the parts of the body (made from flannel) on a flannel board. They can practice singular and plural forms or left and right.

Example:

One nose	Left arm
Right leg	One head
Two arms	Ten toes

Suggestions for Other Levels

Students can construct a drugstore which would include health and beauty aids. They can then role-play a situation in which someone needs a cream for acne, perfume , or lipstick.

Applications for an Integrated Day

Science — Students can label the different body parts, for example, head, eyes, legs, etc.

Art — Students can trace and color in their own silhouettes on large brown paper.

Student Evaluation

1. Teacher will bring in assorted medicine cabinet items. Ask the students to "pick out" the items found in a medicine chest and match them to their use.

   Teacher: (student's name), please pick out what Maria needs to wash her hands. (soap)

   (Student finds it.)

   Teacher: _____, please pick out what Man Yee needs to wash her hair. (shampoo)

   Teacher: _____, please pick out what Kim needs to brush her teeth. (toothpaste)

   Teacher: _____, please pick out what Jose needs to smell nice. (cologne)

   (Keep the activity going using additional personal care items from the unit list.)

2. Have students match health care products with parts of the body.

Column A	Column B
tissue	hair
shampoo	nose
lotion	skin
soap	face
toothpaste	teeth

Teacher Self-Evaluation

1. Were students able to arrange the flannel pieces of the body correctly?
2. Were students able to explain the purpose of each healthcare product?

SAMPLE LESSON PLAN 3

Survival Skill - Medical Needs and Safcty

Level of Functioning - Beginner/Intermediate

Behavioral Objectives

1. Students will use vocabulary and expressions related to illness and the parts of the body.
2. Students will name at least two items found in a first-aid kit.
3. Students will distinguish between emergency and non-emergency safety situations.

Vocabulary

Beginner		Intermediate	
hurt	fever	tape	emergency
careful	bandaid	scissors	accident
cold	doctor	cotton balls	technician
sore throat	nurse		hospital
earache	dentist		antiseptic
cough	clinic		alcohol
			gauze
			first aid spray

Idioms

clean up
to catch a cold
What's the matter?

Structures

. past tense
. comparative adjectives

Motivation

1. Ask the students, "How are you today?"
2. Review ways to answer, for example: "I feel fine," "I have a cold."

Activities

1. Have students role-play the following:

   Students will play the following game in pairs in front of the class.

   St. #1 (Feigns symptoms of pain)

   St.#2 What's the matter?
   (Turns to class)
   (name of St. #1)
   _____, has a (refer to list below).

   St.#1 (Nods head for yes).
   (Shakes head for no)

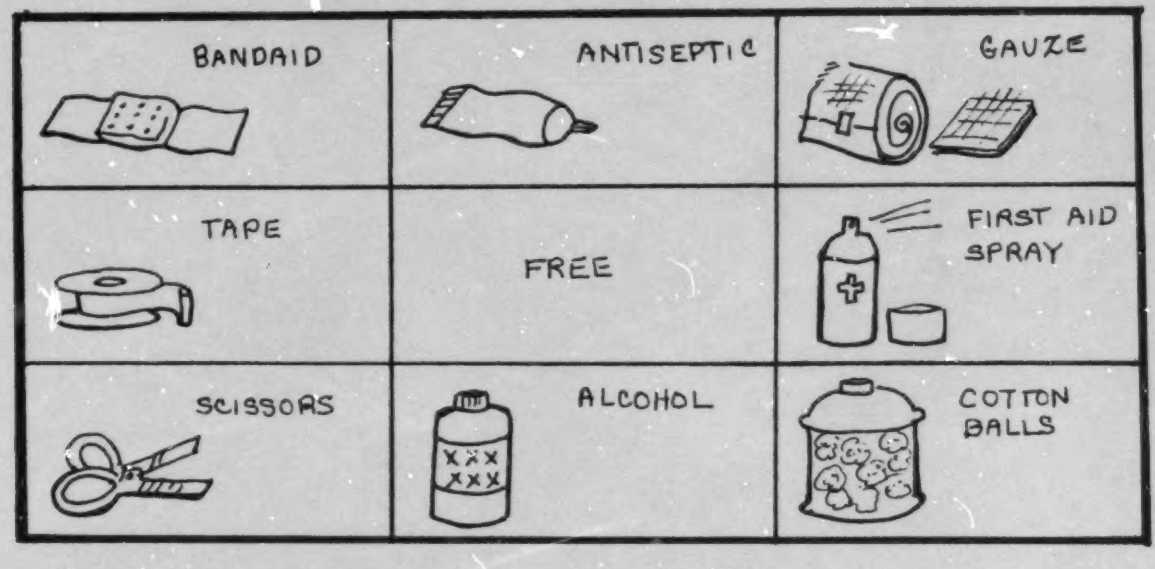
   Students will take turns with different dialogues.

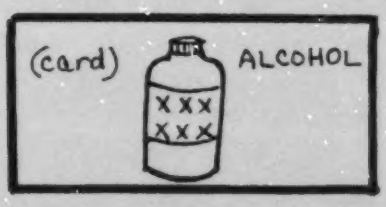
   Vocabulary

toothache	earache	headache
stomach ache	fever	sore throat
broken arm/leg		

2. Sing the song "I Feel Terrible" from Jazz Chants by Carolyn Graham.

3. Bring a sample first-aid kit to the class. Teacher will reproduce illustrations of articles found in a First-Aid Kit (as shown below) on a chart.





Play the game by calling out the item or by describing its use.

Example: I use a _____ when I have a cut.
I use _____ when I scrape my knee.

Follow the standard Lotto game rules to complete either one row or the whole card.

* 4. Distribute Activity Sheet #21. (THE FIRST AID KIT) Identify the items that belong in a first aid kit and draw a line from the objects to the first aid kit.

5. Present pictures of health care workers:

dentist	nurse	pharmacist
doctor	laboratory technician	

. Have students match pictures with the names of the health care workers.

.Whom do you go to for help when you:

a. have a toothache? _____

b. have a sore throat? _____

c. need to buy cough syrup? _____

d. need an X-ray _____

6. Review the use of the telephone and how to obtain help from firepeople, police, and ambulances.

7. Have students listen to/read the following situations and decide which are emergencies?

	Yes	No
a. John has a headache.		
b. There is a burglar in your house.		
c. The smoke detector is ringing at night.		
d. The school bus is late.		
e. There is no more toothpaste.		
f. You have 105° fever.		
g. You have a sore throat.		
h. Your friend swallowed rat poison.		

Alternate Activity

Present the following story and dialogue:

Story

Marie's mother had to go to work. The babysitter called in sick. Marie is thirteen. The mother cannot take a day off from work. She decided that Marie is old enough to take care of her little sister who is two.

Dialogue

Marie's mother:	Marie, you are going to have to stay home with your sister.
Marie:	What are we going to do mother?
Marie's mother:	You will play with your sister, read to her, and watch the children's program on TV at 2:00 p.m.
Marie:	What else will I do?
Marie's mother:	Stay with your sister all the time. Don't leave her alone.
Marie:	What are we going to eat?
Marie's mother:	There is food for you in the refrigerator
Marie:	The food will be cold.
Marie's mother:	Don't worry, child. I prepared a cold lunch for you and your sister.
Marie:	What are we going to drink?
Marie's mother:	At lunch time, give half a cup of milk to your sister and take a cup of milk for yourself. Later on in the afternoon you can each have an apple.

Students will discuss what Marie should do to avoid harming herself and her sister. Teacher will write students' answers on the board. After the group activity, the students will copy the list in their classbook.

Examples:

1. Keep the front door locked.

2. Stay away from the stove.

Suggestions for Other Levels

Review the names and pictures of health field workers.

Read each sentence describing the professionals and workers listed below. Have the students determine their title and check by unscrambling the letters to the left.

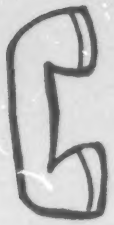
nurse technician pharmacist dentist doctor

rsune	1. This person helps the doctor in the hospital.
_____	
tdcoro	2. You see this person when you are sick.
_____	
tdients	3. This doctor fixes your teeth.
_____	
arcmaipht s	4. This person prepares your medicine.
_____	
aechnctini	5. This person has a special job in a hospital.
_____	

Application for an Integrated Day

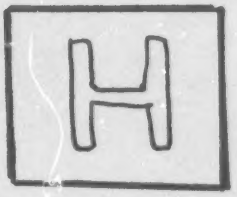
Social Studies	Invite community health workers to speak to the class. Choose topics in current events lessons that would accentuate good habits in assorted emergencies, for example, stories of volunteer ambulance services; rescue crews at work.
Career Education	Take students to visit a hospital, a dentist's or doctor's office. Have them observe and ask questions about work tasks and job qualifications.
Art	. Assign health projects to students to draw and caption. . Have student draw symbols common to all basic needs for different places.

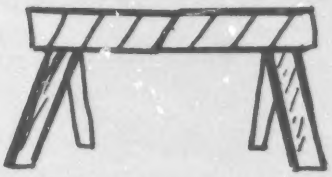
Example:

a.  to indicate telephone

b. to indicate cafeteria

c. to indicate construction area

d. to indicate hospital 

e.  to indicate to keep out

Student Evaluation

Say/Write True or False

	True	False
1. A thirteen year old can not take care of a younger sister or brother.	____	____
2. It is all right to leave a two year old alone.	____	____
3. A baby should play with small buttons.	____	____
4. It is all right to give medicine to children without calling the doctor.	____	____
5. It is C.K. to open the door for strangers.	____	____

Teacher Self-Evaluation

1. Which activities did your students enjoy the most?

2. Were students able to make appropriate decisions concerning emergencies and safety?

3. Which words or sounds did your students need help with?

RESOURCE ACTIVITIES

Listening/Speaking

1. Story

It was Saturday. Marie's mother did not go to work. She stayed home with Marie and her sister, Nadine. Marie didn't feel well.

Dialogue:

Marie's mother:	What's the matter, Marie?
Marie:	I don't feel well.
Marie's mother:	What hurts?
Marie:	I have a headache and a sore throat.
Marie's mother:	Do you feel cold?
Marie:	Yes, I am cold.
Marie's mother:	You may have a fever. Let me take your temperatuare.

Vocabulary	Idiom
examination	What's the matter?
headache	
sore throat	
feel	
cold	

Past tense verbs can be substituted for present tense verbs in the story.

* 2. Making and Keeping Appointments at the Clinic. Distribute Activity Sheet #22. (KIM'S VISIT TO THE CLINIC) Discuss the steps of making and keeping appointments at a clinic. Scramble the sentences below and have students place them in sequential order.

a. Kim making a phone call.

b. Kim writing down doctor's appointment 10:00 a.m., Monday, October 17.

c. Kim entering the clinic building at 9:30 a.m.

d. Kim giving her name and address to the receptionist.

e. Kim taking off her clothes in preparation for a doctor's examination.

f. The doctor examining.

g. Kim leaving the doctor's office.

Reading/Writing

1. What is going to happen next in this stories? Have the students write a paragraph to complete the story.

   Tim is going skating but he forgot his keys upstairs. He does not want to take off his skates. He goes up the stairs with them on.

2. Have students classify the statements below into the categories of always, never, and sometimes.

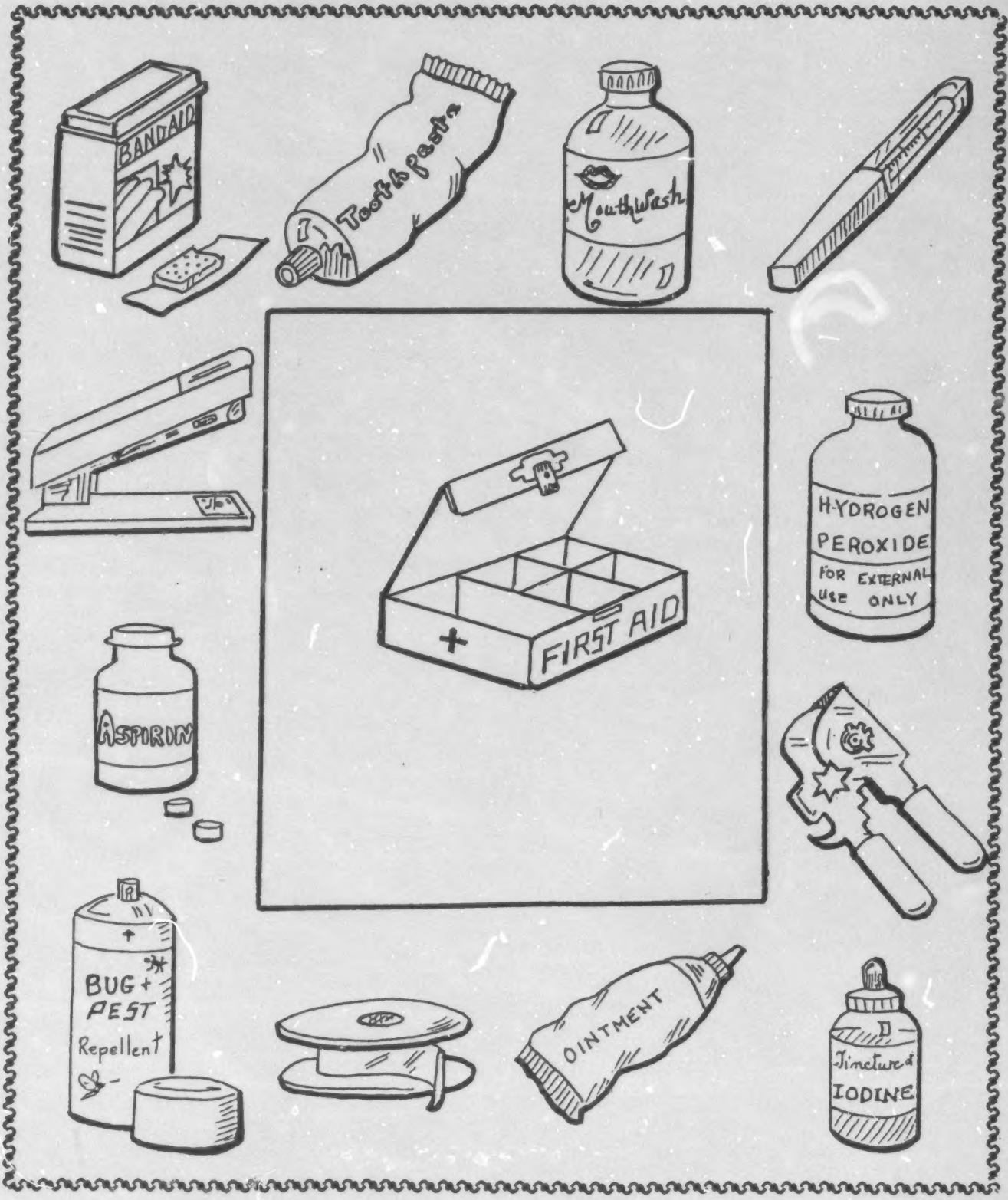
   a. Cross the street carefully.
   b. Go with strangers.
   c. Help someone cross the street.
   d. Go up the down staircase.
   e. Watch out for danger signs.
   f. Clean up after cooking dinner.
   g. Select a nutritious snack.
   h. Take your friend's prescription medicine.
   i. Ask your friend for an aspirin.
   j. Go to the school nurse.

Always	Never	Sometimes
Cross the street carefully.		

* 3. Distribute Activity Sheet #24 . (SAFETY PUZZLE) Have students follow the directions to complete the puzzle.

ACTIVITY SHEET #21: FIRST AID KIT

DIRECTIONS: IDENTIFY THE ITEMS. DRAW A LINE FROM THE ITEM TO THE KIT.



ACTIVITY SHEET #22: KIM'S VISIT TO THE CLINIC

Activity Sheet #23 Unit #VI

HEALTH AND SAFETY SITUATIONS

I. Answer the questions by reading the prescription.

No. 2468 JOHNSON PHARMACY
Sam Moon, Registered Pharmacist

Maria Lum
1390 E. 4th St. Brooklyn, N.Y.

Take one teaspoon every three hours.

Date 8/9/83 Dr. Tom Cruz, M.D.

a) Who is the doctor? _____

b) Who is the medicine for? _____

c) Who is the pharmacist? _____

d) What do you need to use to follow the directions?
_____

e) What do you need to know to follow the directions?
_____

II. Read the following situations and decide what is best to do.

a. Sally is at home alone. She hears screams outside. What should she do?
   1) Scream for help
   2) Tell her mother.
   3) Run to see what happened

b. Your mother slipped in the bathroom and cannot get up. You should
   1) Stay there and cry
   2) Try to move her
   3) Call an ambulance

c. You are changing a light bulb
   1) You put books on a chair to reach it
   2) You put a strong table under the area to reach it
   3) You get on your brother's shoulders

d. You have a severe pain in your stomach
   1) You go to the emergency room of the hospital
   2) You take your sister's medication
   3) You don't tell anyone

Activity Sheet #24 - Unit VI

SAFETY PUZZLE

Directions:

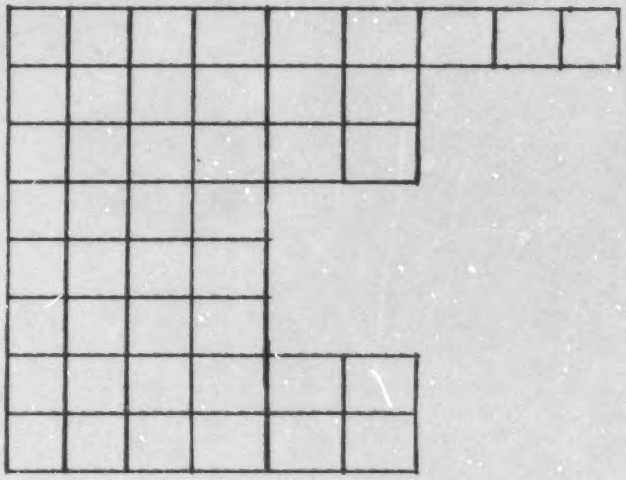
a. Read every word on the list below.

b. Read sentence 1 and find the word which will complete the meaning of the sentence.

c. Look at line 1 of the puzzle to determine if the word you chose has the same number of letters as the boxes provided.

d. Fill in the puzzle boxes one by one with the corresponding letters.

e. Proceed to Sentence 2, etc.



beware
slowly
danger
hurt
carefully
safely
stop
help

1. Always cross the street _____.
2. Do not enter a place with a _____ sign.
3. _____ of people you don't know.
4. _____ when the light turns red.
5. Sometimes you can _____ someone cross the street.
6. If you are careful, you will not get _____.
7. Eat your food _____.
8. Be careful, so you will get home _____.

Activity Sheet #25 - Unit VI

CALENDAR OF EVENTS

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 CHOIR AUDITIONS 3 P.M. AUDITORIUM	2	3
4 Mom's Birthday	5	6	7 TRIP to MUSEUM Bring lunch	8	9	10
11 Flea Market 12-6 P.M.	12	13	14	15 PUPPET SHOW 4 P.M. LIBRARY	16	17 FOOTBALL GAME 7:30 P.M.
18	19	20	21 WINTER CONCERT 8 A.M.	22	23 Class Party	24
25 CHRISTMAS	26 NO SCHOOL	27 NO SCHOOL	28 NO SCHOOL	29 NO SCHOOL	30 NO SCHOOL	31

Complete the Blanks

a. This calendar is for the month of _____.

b. The puppet show will take place on _____.

c. There are _____ days in December.

d. You have vacation from _____ to _____.

e. If you want to be in the choir you must try-out on _____ December _____ in the _____.

f. Don't forget to bring lunch on _____.

Underline the Correct Answer

a. The football game is Saturday (night, morning).

b. The flea market is open in the (morning, afternoon).

c. The winter concert is (before, after) the class party.

UNIT VII

RECREATION

SELECTIONS FROM MINIMUM TEACHING ESSENTIALS

Content Area	Concepts/Skills
Social Studies	
Grade 1	How Do Communities Observe Special Days? p. 140
Grade 2	How Do People Observe Special Days and Customs? p. 163
Grade 8	Urban America In The 20th Century p. 337 American Arts And Mass Media As Mirrors Of American Society p. 338
Communication Arts	
Kindergarten -Grade 4	Reading and Literature: Pleasure and Information p. 41, 43, 47, 55
E.S.L.	
Beginning	Structural Analysis: Subject, Pronouns, Possesive Pronouns p. 78 Reading: The Sentence, Paragraph p. 79 Aural-Oral: Sentence Completion p. 80
Intermediate	Structural Analysis: Expletives, Questions p. 81 Reading: Selections, Punctuation p. 82
Advanced	Reading Comprehension: Homophones, Common Abreviations p. 85 Writing p. 85

SAMPLE TASK ANALYSIS

TOPIC: RECREATION

GENERAL OBJECTIVE: Students will outline and evaluate schedules of daily routines

SUB-TASKS	ESL-SKILLS
1. Students will discuss what is a daily routine and what is a schedule.	Speaking
2. Students will talk about the routines performed before coming to school.	Speaking
3. Students will prepare a chart listing their morning daily routines	Writing
4. Students will discuss the activities they outlined on their charts.	Speaking
5. Students will prepare a cause and effect chart describing one morning routine in words and pictures.	Writing
6. Students will discuss the effect of a morning routine on their school performance.	Speaking
7. Students will prepare a chart of their after-school routines (use chart of morning routines as a sample.)	Writing
8. Students will check their daily schedule to reinforce the importance of time dedicated to play and work.	Reading

TOPIC: RECREATION

Sub-Topics

1. Identifying available sources of entertainment and sports
2. Using the calendar and clock for specific events
3. Taking a trip to an amusement park

General Objectives

1. Students will choose activities that they enjoy for recreation.
2. Students will be familiar with the names of the months and days of the week and telling time to plan for special activities.
3. Students will outline and evaluate schedules of daily routines.
4. Students will gather information of community and regional events from signs, newspapers, television, and radio.

Vocabulary

calendar	baseball	hiking
amusement park	football	playground
hang gliding	soccer	kite flying
swimming	stickball	video games
camping	roller skating	dodgeball
little league	concert	practice
race	parade	

Idioms

calm down	catch up	come on over
give in	cheer up	drop in
dress up	hang around	get into
pick on	show off	slow down
try out	watch out	
little by little	make good time	
have a good time		

Structures

Habitual Present Tense
Modal Auxiliaries - have to/should/must/don't want to/want to
Statements and Questions with "do"
Sequence words (first, last, etc.)
Adverbs of time (once, twice)
Future "will"
"When" questions

Motivational Activities

1. Use newspapers and special sports magazines to stimulate discussion of students' favorite singers and sports figures.

2. Use a calendar for one month and plan monthly activities within your school. (For example, cake sale, field day, trip to the museum, Puerto Rican Discovery Day Assembly, etc).

3. Have students make tape recordings and drawings about the things they like to do after school.

Useful Materials and Resources

Sample calendars for the students to use in planning their own schedules
Large wall clock
News releases of community events
Play bills from assorted sports and concerts
Brochures or flyers from museums and amusement parks

Supplementary Resources

Oxford Picture Dictionary - Time (page 70)
Verbs (pages 64-65)
Recreation (pages 46-52)

Jazz Chants - page 59 "It's Time To Go to Bed"
page 63 "I'm Thinking About Tomorrow"

Life Skills 1 - pages 25-28

Entertainment Language Flash Card Book - Janus Publishers

Looking at American Recreation - Voluntad Publishers, National Textbook Co.

SAMPLE LESSON PLAN 1

Survival Skill - To identify different kinds of recreation and entertainment

Level of Functioning - Beginner/Intermediate

Behavioral Objectives

1. Students will name at least two things they like to do when they want to enjoy themselves.

2. Students will match performers and athletes with recreational activities.

3. Students will categorize recreational activities with the corresponding type of entertainment.

Vocabulary

shows	movie	sports	art show
amusement	dance	concerts	festival
roller skate	basketball	swings	playground
jump rope	baseball	video games	

Structures

. Present Tense
. Singular and Plural Nouns

Motivation

1. Show students pictures of children and adults involved in various recreational activities.

2. Let students select pictures of activities they like to do and describe the activity they see.

Materials

Magazine pictures or charts of recreational activities
Pictures of performers or athletes
Symbols of recreational, cultural, or ethnic festivals and activities, such as: a fishing pole, a painting to represent the Greenwich Village Outdoor Art Show, and a dragon costume and mask to represent the Chinese New Year.

Activities

1. Play picture lotto or a concentration game with pictures of performers and athletes to be matched with the words for the corresponding activities.

2. Have students use the words from the word box to complete each sentence. Have students write the singular or plural forms. *Use names of current movies, songs and dances.

Example: movie - movies

sport	show
movie	dance
amusement park	

a. "The Return of the Jedi" and "Star Wars" are _____.

b. The "hustle" is a _____.

c. Fishing, swimming, and baseball are _____.

d. Coney Island, and Playland are _____.

e. Golf is a _____.

f. There are many _____ on Broadway.

Alternate Activity

Have students prepare an advertisement or sign for a school play or athletic event. They need to indicate time, place, and date.

Suggestions for Other Levels

Teacher will present students with different sources of information such as recordings of radio announcements, clipping of newspaper and magazine advertisements. Teacher will ask students, "What kind of entertainment does the advertisement describe?"

On a sheet divided into different entertainment sources, students will list, draw or paste an illustration of the entertainment advertised.

Shows	Amusement Park	Movies	Dance	Sport	Concert
"42nd St."					

Applications for an Integrated Day

Art

1. Have students help make a bulletin board or a collage made of old movie tickets, playbills, school flyers announcing shows, etc.

2. Ask students to bring the Leisure Section of a recent newspaper. Have an activity in class where they cut out pictures of advertised movies and plays. Have younger children make a collage on a large sheet of colored construction paper. Label it "Entertainment for the Week or the Month."

   Have students paste only one picture per page and write the following information:

   Advertised Event

   Name of the event _____

   Names of the actors and actresses _____

   _____

   Name of the theater _____

   Address and telephone of the theater _____

   _____

   Price of the ticket _____/Adults

   _____/Children

   Day or date of performance _____

   Hours of performance _____

   Rating (check one) _____ R

   _____ PG

   _____ G

Social Studies

Present films and tapes about famous performers and athletes. Have students talk about the qualities and effort required to succeed.

Student Evaluation

Have student check the appropriate column for each type of recreation. Use examples of recreation appropriate for the students.

	Sports	Music	Dance	Movie
a. "E. T."				
b. swimming				
c. rock concert				
d. roller skating				
e. jogging				
f. breaking				

Teacher Self-Evaluation

1. What did you learn about each student's favorite activities?

2. Were students able to categorize the types of entertainment correctly?

3. Which words are difficult for some of your students to pronounce? to read?

SAMPLE LESSON PLAN 2

Survival Skill - Using calendars, schedules, and clocks to plan for community and recreational events.

Level of Functioning - Beginner/Intermediate

Behavioral Objectives

Students will use calendars, schedules, and clocks to plan for recreational events.

Vocabulary

flea market	puppet show	block party	carnival
movie	fair	picnic	cake sale
library	book sale	park	game

Idioms

get up have time to

Structures

. must/should
. questions - where will, when will
. future tense

Motivation:

1. Take students on community trips. Use two cameras and have the children photograph different signs of future events to be held in the community.

2. Bring in flyers announcing a puppet show at the library, a carnival at a church or synagogue, a boy scout picnic, an apple festival, etc.

Materials

. Rexo calendar sheets
. Cameras - film
. Magic markers or crayons
. Cassettes and recorder

Activities

1. After taking a trip and photos, write an experience chart.

Sample Questions	Sample Experience Chart
Where will there be a carnival? When will it be?	St. Paul's Church will have a carnival on September 13, 1984.
Where will they show "Snoopy Come Home"?	The public library will show "Snoopy Come Home" on October 19, 1984.

* 2. Distribute Activity Sheet #25 (MONTHLY CALENDAR OF EVENTS). Listing all entertainment events in the community on a chart. When the chart is complete have the students make a calendar of events by filling in the calendar with information acquired during community trips.

3. Have students practice the following questions and answers.

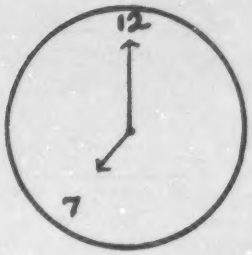
   a. Do you want to play football?
      Do you want to play basketball?

      Yes, I want to play football.
      No, I don't want to play basketball.

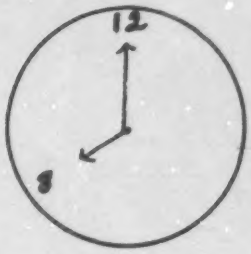
   b. Do you have time to practice football?
      No, I don't have time to practice football.

c. Have students draw the correct time on the clocks.

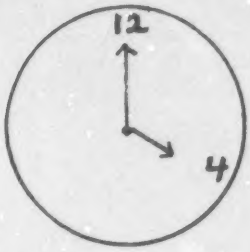
WHAT TIME IS IT?



IT'S TIME TO HAVE BREAKFAST.



IT'S TIME TO GO TO SCHOOL.



IT'S TIME TO DO HOMEWORK.

IT'S TIME TO PRACTICE.

Alternate Activities

1. Have students make posters of different events in the community including date, time, fee, and location. Set up a community events bulletin board outside your classroom.

2. Have students record events on cassettes to announce coming attractions. They can share information with their class and other classes.

3. Telling Time-Using Frequency Words

* Distribute Activity Sheet #26. (ROBERTO'S SCHEDULE) Have students listen to the story as you read it. Ask individual students to read aloud. When systematic fluency is established, ask the group to dictate Roberto's story for you to write on the board. For homework, ask the students to write Roberto's story.

Individualized Activity: Have students write a rebus story about themselves.

Suggestions for Other Levels

After introducing the modal auxiliaries "should" and "must," have students fill in the correct auxiliary.

Use must or should

1. At a street carnival to raise funds you _____ charge for games.
2. Public libraries _____ have special movies for their children.
3. Theaters _____ advertise a movies' rating.
4. A community park _____ allow everyone to enter.
5. You _____ play fairly in a game.

Applications for an Integrated Day

Social Studies — Have students select a community event or project to report on. Offer a choice of political, social or sports events. For example - election results (local or national), school assemblies for various occasions, after-school group events, Olympics, Emmy and Oscar awards, etc. After each event occurs, make a schedule of class presentations for the week.

Language Arts — Present a sample of a log to students. Have students keep a log for one day. Have them write everything they do from the times they get up until the time they go to sleep. Have them bring in their logs and exchange them with other students. Have them discuss the differences and similarities in their daily routines.

Mathematics — Students can draw picture clocks, depicting the following times.

1:30	2:10
12:00	4:15
7:45	11:55

Student Evaluation

1. Students will play charades and discuss what they have learned while working on this lesson.
2. Scheduling Leisure Time
   Read the sentences below and check the time of day the activities are done.

	Morning	Afternoon	Evening
a. Practice for the school play.			
b. Do homework.			
c. Leave school.			
d. Go to the library.			
e. Play baseball.			
f. Prepare for the next day.			
g. Go to a party.			
h. Wake up.			

Teacher Self-Evaluation

1. Were all students able to obtain information from the calendar?
2. Did the students have difficulty pairing events and time of day?
3. What are other ways to help students learn about community events?

SAMPLE LESSON PLAN 3

Survival Skill - Taking a Trip to an Amusement Park

Level of Functioning - Beginner/Intermediate

Behavioral Objectives

1. Students can tell three to five things they can do at the amusement park.

2. Students can name two kinds of workers they saw at the park.

3. Students can dictate an experience story in correct sequence.

Vocabulary

trip	tickets	picnic grove	outing
admission fee	name tag	amusement park	ferris wheel
lost and found	beach	fun house	buddy
rides	merry-go-round	souvenir	roller coaster
carousel	snack		

Idioms

. Have a good time
. I'm lost

Structures

Future tense
Have to
Questions with "do"
Prepositions in, on, at

Motivation

1. Bring pamphelets from the amusement park you plan to visit. (For example Coney Island).

2. Let students look at pamphlets and plan some activities they would like to do at the amusement park.

Activities

1. Use a wall chart or picture of an amusement park to teach the names of the rides and activities.

2. Present the following story and dialogue to reinforce outing routines.

   Next week Ms. Ríos's class will go to Playland with other classes from the school. The bus will come at 9:30. At Playland, the students will go on rides, eat lunch in the picnic grove, and swim at the beach.

Dialogue

Ms. Ríos:	Let's review what you'll need to bring to Playland. Remember to bring lunch, a bathing suit, towels, money for snacks and souvenirs.
Angela:	I forget, who is my trip buddy?
Ms. Ríos:	Sonia is your trip buddy.
Sonia:	What happens if we get lost?
Ms. Ríos:	Look for the ferris wheel and go there. Every 15 minutes a teacher will be in front of the ferris wheel if you need help.
Angela:	Do I have to wear my ID flower?
Ms. Ríos:	Yes you do. Wear it pinned onto your jacket, but you can also carry it in your pocket.

Alternate Activity

* 1. Distribute Activity Sheet #27 with the shapes of a ferris wheel, a carousel, ticket booth, etc. Have students paste cut-outs of similar shapes on the rexo sheet and label each object.

2. Students can make picture books of activities at amusement parks. Each picture can be labeled with nouns or action verbs.

Suggestions for Other Levels

Develop map skills by having students make a map of an amusement park and have them locate areas to the north, south, east, or west. (They can trace or describe orally.)

Example:

. Ivette is at the bumper car rides. Show or tell her how to get to the ticket booth.

. Carlos is at the cotton candy booth. He wants to go on the boat ride.

Applications for an Integrated Day

Career Education

1. Have students plan ahead to look at the kinds of work that are done at an amusement park.

   a. Let students list which job(s) they would like best and least and tell why.

   b. Have students think which tasks they can do already and which skills they would need to develop to do their favorite job.

2. Compare the jobs at an amusement park with the way a city is run:

Director	Mayor
Admission Fee Collector and Ticket Sellers	Tax Collector
Ride Operators	Office Managers and Workers
First Aid	Hospital Workers

Student Evaluation

1. Have students number the following sentences in proper sequence.

   a. We ate lunch in the picnic grove. _____

   b. When we arrived we first went on the roller coaster. _____

   c. The bus arrived at school at 9:30. _____

   d. Before going home we bought souvenirs. _____

   e. We bought 10 tickets for each person. _____

2. Students can use "have to" and forms of the verb "to do" to answer the questions.

   a. Do you have to bring money for souvenirs?

   b. Do you have to wear an ID tag?

   c. Do you have to go on the roller coaster?

   d. Do you have to eat in the picnic grove?

Teacher Self-Evaluation

1. Were your students knowledgeable about the names of places in an amusement park?

2. What were some of the activities they were interested in doing?

3. Which questions did they ask about the amusement park?

Teacher's Guide for Class Trips

Example: Going to the Amusement Park

Safety rules to be followed by the teacher.

1. Decide where you want to go.

2. Call and reserve a place a month or more in advance.

3. Visit the place in advance.

4. Notify the police of the area and the time you will be there with the children.

5. Send home notices:

   . to inform parents
   . to get parental permission
   . to invite parents as escorts

Dear Parents:

Our class is scheduled to go to _____

on _____ 19___. The cost of the trip is _____.

Please complete bottom part of this notice and send it back as soon as possible.

/____/ My son/daughter _____ may go.

/____/ My son/daughter _____ may not go.

/____/ I will go.

/____/ I will not go.

_____
Signature

6. Secure other permission forms from your administrators. For example: Bus/train forms, District Superintendent forms, etc.

7. Discuss trip with class in advance. Mention:

   . things they will see
   . things they will do
   . proper behavior
   . things they should bring

8. Set up groups and assign a parent volunteer to each group if possible.

Listening/Speaking

1. Guess that Sport!

Identifying sports from their descriptions

Using a timer and bell, divide the class into two teams. Have two contestants up at a time. The contestants must beat each other by hitting the bell if they can identify the sport you describe. Give the point to the team that answers correctly first. If neither student has the answer when the time is up, the next pair of contestants comes up.

Suggested sports descriptions:

	Answers
a. The referee decided on the fight.	Boxing
b. The jockey held the reins tightly.	Horse racing
c. The player jumped high in the air to score.	Basketball
d. The quarterback blocked the pass.	Football
e. The racquet used is made of mesh.	Tennis
f. The outfielder caught the flyball.	Baseball

2. Idioms - To calm down, make good time

Story

Ali and Sandra are planning to go to the Bronx Zoo. In order to make good time, they were going to read the rules and regulations and outline the important things to remember. Later, as they walk, they would let each other know what the important points are.

Dialogue

Ali: Sandra, the first thing we must remember is to stay away from the railing.

Sandra: Okay, we must also make sure to hold on to our belongings.

Ali: Oh, look at that cute bear!

Sandra: Calm down, we must not get too close to the fence.

NOTE: Students can continue dialogue using other rules and regulations.

3. Dialogue: The Greenwich Village Outdoor Art Show

Ana and Ming want to see the outdoor art show. They talk with Ming's sister to learn more about it.

Ana:	I want to go to an outdoor art show. Do you know of any?
Ming's sister:	Yes there's one in Greenwich Village.
Ming:	When do they have the art show?
Ming's sister:	It's every spring and fall.
Ana:	How can we get there?
Ming's sister:	You can take the subway and then walk to the show.
Ming:	I have a good idea! Let's all go together next time.
Ana:	That's great! I hear there are lots of paintings and crafts to see.

4. Going to a Concert

Tony dropped in the other day and said he was bored. We looked in the leisure section of the newspaper and saw there was a Menudo concert at Radio City Music Hall. There was only one problem, my parents insist that I go to concerts in a group.

Listen to the possible solutions and talk about which you believe are the best.

a. Sneak out to the concert.

b. Invite your mom or dad to go.

c. Call a group of friends and plan to go the next day.

d. Explain to your parents it is impossible to form a group and you want to go tonight.

e. Tell your parents that you'll meet a group at the concert.

Reading

Story

Last week, our class went to the Museum of Natural History. We saw an exhibit about city life. There were special telephones to hear city sounds like car horns and birds in the park. We saw plants that grow in sidewalk cracks and tree frogs that live in a city park. There were many things to see, hear, and touch. We learned a lot about the city.

Answer the following questions orally:

1. Where did the class go last week?

2. What kind of exhibit did they see?

3. What sounds did they hear?

4. What did they see in the exhibit?

5. What else would you like to learn about city life?

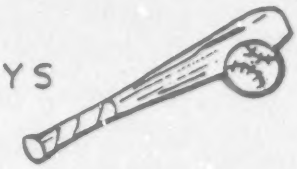
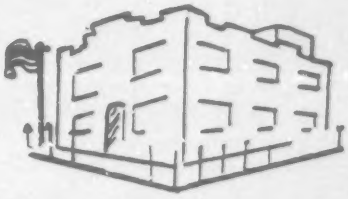
Writing

* Distribute Activity Sheet #28. Have students complete as directed.

* Distribute Activity Sheet #29. Use the idioms presented in the stories for extended writing exercises.

ACTIVITY SHEET #26: ROBERTO'S SCHEDULE

□ ALWAYS ○ USUALLY ◇ NEVER △ SOMETIMES

ROBERTO □ PLAYS  AFTER 

AT . HE □ MEETS HIS TEAMMATES AT THE

. HE ○ BUYS A OF , AND

HE △ BUYS A . ROBERTO AND HIS TEAMMATES ○

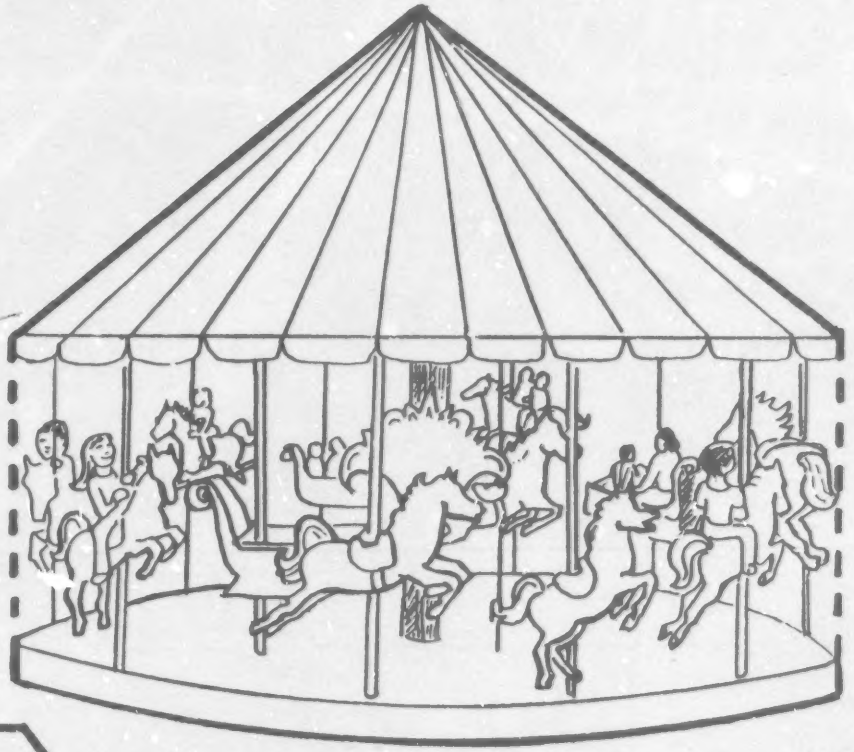
GET TO THE BY . ROBERTO IS

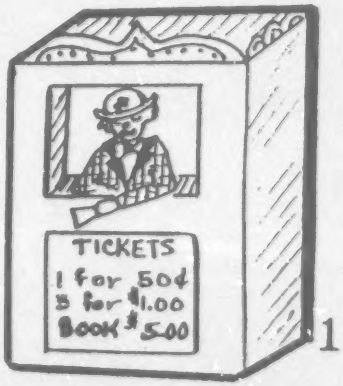
A VERY GOOD . THE CHEEP WHEN

ROBERTO IS . HE ◇ LETS HIS DOWN .

ACTIVITY SHEET #27: THE AMUSEMENT PARK

DIRECTIONS: FIND THE CIRCLES, TRIANGLES AND SQUARES IN EACH PICTURE.





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Activity Sheet #28 - Unit #VII

I. Idioms: Show up, Show off, Show down

Story

Sue Lee was involved in many activities. Her mother was very annoyed because, many times, she would not show up for dinner or chores. Sue Lee tried to do so many things that it was not always possible to do so much. Her mother suggested that they make a schedule that they could both be happy with.

. List activities that you feel Sue Lee is involved in.
. Write a dialogue between Sue Lee and her mother. Write out a schedule for Sue Lee based on the dialogue.

Complete the sentences below with: Show up, show down, show off,

a. I never _____ late for work.

b. No one likes a _____.

c. The _____ is tonight in Pete's house.

d. Will you _____ tonight?

e. Don't you want to _____ your new dress?

II. Familiarity with Sports Terminology

Find the best word in List B to go with List A. Write it next to the word in List A.

List A		List B
1.	Bowling _____	hoop
2.	Checkers _____	pool
3.	Football _____	board
4.	Baseball _____	pins
5.	Basketball _____	field
6.	Swimming _____	diamond
7.	Hockey _____	wall
8.	Ping Pong _____	bait
9.	Fishing _____	table
10.	Paddle ball _____	stick

Activity Sheet #29 - Unit #VII

I. Idioms

try outs	get on	caught up
cheer up	calmed down	little by little

A. Delia and Pablo are trying out for the cheerleading team. Pablo has tried to get on the team for two years. When the try outs were over, Delia ran away crying. Pablo caught up to her and said, "Cheer up, you'll make it next year." Delia calmed down.

Suggest ways for Delia to prepare herself for try outs next semester.

B. Using the idioms below, complete the sentences.

try outs	get on	caught up
cheer up	calmed down	little by little

a. I _____ with her after the show.

b. It's time to _____ the bus and I can't find change.

c. _____, Lynn, the teacher will be back tomorrow.

d. _____ I am learning the English language.

e. The _____ will be this week.

f. Victor has _____ since he's in that class.

II. Guess that Sport!

Directions: Identify the sports below from their description by drawing a line to match them.

A. The referee decided on the fight.	Baseball
B. The jockey held the reins tightly.	Bowling
C. The player jumped high in the air to score.	Basketball
D. The quaterback blocked the pass.	Fishing
E. The racquet used is made of mesh.	Horse racing
F. The out fielder caught the flyball.	Tennis
G. The pins were all knocked down.	Boxing
H. The worms were used for bait.	Football

UNIT VIII

JOBS AND CAREERS

SELECTIONS FROM MINIMUM TEACHING ESSENTIALS

Content Area	Concepts/Skills
Social Studies	
Grade 5	Economic Practices and Chief Occupations of the People p. 196
Grade 8	Urban America in the 20th Century p. 337
Communication Arts	
Grade 1-3	Listening and Speaking p. 43, 47, 51
Grade 1-5	Reading and Literature: Pleasure and Information p. 43, 47, 51, 55, 59
E.S.L.	
Intermediate	Structural Analysis: Negative p. 81 Reading Vocabulary, Comprehension p. 82 Aural-Oral: Sentence and Paragraph Completion p. 83
Advanced	Reading Comprehension: Prefixes, Suffixes, Common Abbreviations p. 85 Spelling p. 86

SAMPLE TASK ANALYSIS

TOPIC: JOBS AND CAREERS

GENERAL OBJECTIVE: Students will hold part-time jobs within the community.

SUB-TASK ANALYSIS	ESL-SKILLS
1. Students will discuss the jobs their older siblings, friends, neighbors and relatives hold in the community.	Speaking
2. Students will prepare a list of questions to obtain information about part-time jobs in the community.	Writing
3. Students will invite the Guidance Counselor to the class to speak about part-time jobs in the community.	Speaking
4. Students will discuss the qualities of a good worker. (punctuality, proper dress code, use of appropiate language, reliability, reporting changes in schedule).	Speaking
5. Students will role play an interview for a job.	Speaking
6. Students will fill out sample job applications.	Writing
7. Students will fill out sample time cards and use the time clock.	Writing
8. Students will discuss and map out the route from school or home to the place of employment.	Speaking Writing
9. Students will visit several places of employment to acquaint themselves with the working area, traveling time, co-workers and supervisors.	Speaking
10. Students will individually outline a plan of how to get a part-time job.	Reading Writing

TOPIC: JOBS AND CAREERS

Sub-Topics

1. Performing tasks in the home, school, and community
2. Selecting programs of interest in the high school
3. Identifying career related options

General Objectives

1. Students will tell which household chores they do at home.
2. Students will make a chart concerning tasks related to the school.
3. Students will hold part-time jobs within the community.
4. Students will select high school programs related to their future career selections.
5. Students will identify the options available within a career.

Vocabulary

chores	run an errand	challenge
set the table	monitor	resume
make the bed	class monitor	part-time
go marketing	punctuality	full-time
vacuuming	interview	application
wash dishes	interviewer	appointment
to sweep	responsible	occupation
to dust	training	supervisor
to mop	employee	manager
to do the laundry	employer	assistant
care for pets	boss	want ads

Idioms

arrive on time	never mind	to be on time
look forward to	take charge of	get in touch with
take time off	fill out	stand a chance
to take a break	come across	do one's best

Structures

1. Contractions with verb "to be"
2. Contractions with do, does, did
3. Adverbs - now, then, yesterday, last, next
4. Simple future and "going to"
5. "Why" questions and "because" clauses

Motivational Activities

1. Present pictures of children performing household chores to identify what is being done.

2. Use the classified section of a newspaper to review and list jobs in various categories.

3. Invite guest speakers to talk about their own jobs.

4. Present posters, magazine pictures, and or newspaper pictures of people at various types of jobs for discussion.

5. Ask students to find out about the jobs held by other students, parents, and family members.

6. Present a filmstrip to show students a typical job being done.

Materials

Magazine pictures
Newspaper pictures
Sample working paper application
Sample job applications
Posters
Newspaper classified section
Sample resume
Commercial rexos
Filmstrip - Jobs/Occupations/Community Workers

Audio Visual Materials

Record player
Filmstrip projector
Cassette recorder
Headphones

Resources

Directory of the Public High Schools, NYC Board of Education, High School Division

Public Library

State Employment Agency

English Across the Curriculum, page 25

Blue Pages of the New York Telephone Directory

New York State Department of Education, Bureau of Bilingual Education, ESL Series (Secondary Level)

SAMPLE LESSON PLAN 1

TOPIC: JOBS AND CAREERS

Survival Skill - Performing tasks in the home, school, and community

Level of Functioning - Intermediate

Behavioral Objective

1. The students will identify the responsibilities and jobs they have at home and school.
2. The students will describe how these jobs will help in choosing a future job.

Vocabulary and Idioms

chores	responsible	to be on time
errands	part-time	never mind
punctuality	criticism	do one's best
courteous	schedule	

Structures

Contractions with verbs "to be," "to do," present and past tenses
Adverbs - now, then, yesterday
Simple future and "going to"
"Why" questions and "because" clauses

Motivation

1. Show the students three pictures: One about chores at home, one about work in school, and one about work in the community.

2. Ask them to list briefly their roles in each setting, for example: At home I make the bed; at school I am class monitor; and in my community I have a part-time job. Discuss how each of these responsibilities are similar or different.

Materials

- A Short Story
- Sample Questions
- Drawing paper
- Magazines
- A Dialogue
- Rexographed activities
- Crayons, scissors, and paste
- Poster boards

Activities

1. Motivation

2. Introduce the new vocabulary and define each word.

3. Give the students a story to read. Provide a set of questions to be answered.

Example:

Leida always has chores around the house. She is responsible for making her bed and setting the table. Now she helps with some of the cooking.

At school, she is in charge of the calendar. She makes sure she is not late. In that way, she can have all her things ready for her other classes. During the day, she follows a schedule in order not to be late for her classes.

After school, she baby-sits for a neighbor. She is courteous and always has a smile for the children. Now that she can read well, Leida reads bedtime stories to the children. Leida is happy and sees how work can be fun.

Questions: Encourage students to use "because" in their answers.

a. Why do you think Leida had chores at home?

b. Why does Leida have to get to school on time?

c. Why does she feel happy at work?

d. Why is it important to be courteous at work?

4. After discussing the main points of the story, give the students an opportunity to role-play using a different story line.

Example:

Dialogue

Mom:	Tracy, time to get up.
Tracy:	O.K. mom! I'm taking a quick shower.
Mom:	Don't forget to clean up when you finish.
Tracy:	All right! I wasn't planning to leave without cleaning up.
Mom:	Tracy, why haven't you made the bed?
Tracy:	I just don't have time. I have to get to school on time. I'll do it tonight.
Mom:	Fine! As long as you get it done today. Now come and get your breakfast.
Tracy:	Thanks, Mom! The breakfast was great. I must go now. I can't be late for class.
Mom:	You run along now and have a good day.

- Discuss Tracy's role at home. -

(Tracy left the house and is now at school.)

Ms. Sullivan: Good morning, Tracy!

Tracy: Good morning, Ms. Sullivan! How are you today?

Ms. Sullivan: Very well, thank you. Come in.

Tracy: I want to have the attendance card book ready.

Ms. Sullivan: I'm very glad that you can take care of it. You are a responsible young lady.

Tracy: Thanks!

- Discuss her role in school. -

(Class begins and Tracy calls the roll. She goes to read.)

Kesia: Tracy, why don't you take a break and ask Ms. Sullivan to get someone else for roll calling?

Tracy: I don't want to do that. I like doing my job.

Kesia: Do you like doing it or do you just want to be special?

Tracy: It isn't that I want to be special. I like having different jobs.

Kesia: Sure, Tracy! Never mind about the break. I'll go find someone else to stay with.

Tracy: That's fine with me.

- Did Tracy do the right thing? -

(Tracy stops at home. She gets ready and goes to work.)

Tracy: Good afternoon, Sir!

Mr. Munoz: Good afternoon, Tracy. How are you today?

Tracy: Fine, thank you.

Mr. Munoz: Tracy, please go over yesterday's work. Something doesn't seem to be correct.

Tracy: Yes, sir. I'll get to it right away.

Mr. Munoz: I'd appreciate it very much. Once it is corrected, you can do what I wrote out for you today.

Tracy: Yes, Mr. Munoz. Have a good evening.

Mr. Munoz: You too, and I'll see you tomorrow.

- Discuss her role at work. Compare it with home. -

5. Follow the role playing with a written exercise using the contractions in the dialogue. For example:

Fill in a contraction to complete each sentence.

don't	wasn't	isn't
didn't	can't	doesn't

a. _____ forget to clean up your room.

b. Tracy _____ want to be late for school.

c. Kesia _____ understand Tracy.

d. Ms. Sullivan _____ late for work.

e. I _____ take time off.

f. It _____ correct.

g. Tracy _____ looking forward to being with Kesia.

h. She _____ like to waste time either.

Alternate Activities

1. Give the students drawing paper, rulers, crayons, and magazines. Tell them to divide their papers into three sections. In each section, they are to draw or select pictures from the magazine that would show what they did in the past, next section what they can do now, and in frame three, what they would like to do in the future. For example:

Yesterday	Today	Tomorrow (Future)
I learned to jump rope.	I can read a book.	I would like to be a computer programmer.

2. Have the students list some things they are able to do now.

   Example: Dance, sing, draw, play sports, work with numbers, type etc. Tell them to look for pictures of careers they might be able to consider based on the interest and skills. Once they have selected all their pictures, give them poster board and paste to make a collage with all their pictures. Have them ask a few questions to guide their responses.

   Example:

   a. Why did you choose this job?
   b. What have you done that might help you do this job?

Applications for an Integrated Day

Social Studies	Invite parents and community people to come to the class to describe their jobs. Students can ask each person what they like and dislike about their jobs and what kind of education and experience are needed.
Language Arts	Use filmstrips, books, and newspapers to review different career opportunities and learn about famous people (astronauts, singers, cartoonists, etc.) Additional vocabulary terms can be selected for each occupational field

Suggestions for Other Levels

1. Take students on a neighborhood trip. Have students speak to different workers about their jobs. For example: Visit a pet shop and have the owner talk to the students about the things s/he must do to run the store. You can also invite the school secretary, nurse, or custodian to the classroom and have them speak about their responsibilities in the school.

2. For older students, you can schedule field trips to various sites. Discuss each field trip in advance and make a list of questions that the students would like answered when they get there. After each trip, give students time to discuss the things they saw and heard. Include the advantages and disadvantages of having certain jobs.

   Example: training required, work conditions, physical demands, and aptitude

Student Evaluation

1. Complete each sentence using words from the vocabulary list. (This exercise can be done orally or in a written form.)

   part-time roles errands
   chores responsible punctual do our best

   a. We have different _____ at home, school, and at work.

   b. At home we have _____ to do.

   c. Sometimes we run _____ for our neighbors.

   d. I made some money at the _____ job.

   e. Always be _____ when you have an interview.

   f. If you are_____, you will keep your job.

   g. We must always_____when working.

2. Present the students with a situation, such as: "It is time for you to get a job. Although you haven't worked before, there are things you can do. Think of the things you can do. What type of job would you look for to earn money?" Tell the students to write a paragraph describing the job they would do.

Teacher Self-Evaluation

1. Were students able to evaluate Tracy's behavior at home, school, and work?

2. In which career areas were each of your students interested?

3. Which follow-up experiences would be beneficial?

SAMPLE LESSON PLAN 2

Survival Skill - Planning for High School

Level of Functioning - Intermediate

Behavioral Objective

Students will select options related to their future careers.

Structure

Contractions with do, did, does, and verb "to be"
Questions using did
Prepositions

Vocabulary

photographer	application	hobby	deadline
prepare	develop	guidance counselor	

Motivation

- Bring in a variety of pictures representing different jobs and discuss each one.
- Ask the school guidance counselor to visit class and tell students about the variety of programs offered in New York City high schools and how to apply.

Materials

- Camera
- Newspaper pictures
- Magazine pictures
- DLM Career Cards
- DLM Career Flip Book
- DLM Career Conversation Set
- Rexos of selected pages from Directory of the Public High Schools, Division of High Schools, New York City Board of Education

Activities

* 1. Distribute Activity Sheet #30. (CAREER PLANNING) Have students role-play the following dialogue. Explain that Mr. Chang is Mary's guidance counselor.

Mr. Chang: Good morning, Mary.

Mary: Good morning, Mr. Chang.

Mr. Chang: You are graduating in June, Mary. Did you file a High School Application.

Mary: No, I didn't.

Mr. Chang: Do you have a hobby, Mary?

Mary: Yes, I'm the family photographer. I like to make home movies. I also take lots of pictures around my block and at school. I really enjoy working with cameras.

Mr. Chang: You could also take pictures for newspapers, magazines, work in a camera store or factory where films and cameras are made. I recommend that you visit a school that teaches photography.

Mary: I didn't know there were schools for that.

Mr. Chang: Let's look at the Directory of the Public High Schools. There are photography programs in four boroughs.

Mary: I live near John F. Kennedy High School in the Bronx. I'd like to study photography there.

Mr. Chang: Let me call the guidance counselor at Kennedy H.S. to arrange an appointment.

Mary: Maybe someday I'll have my own photography business! Thank you, Mr. Chang.

Mr. Chang: You're welcome, Mary.

2. Discuss dialogue with students.

3. Talk about different areas in the field of photography.

* 4. Distribute Activity Sheet #31. Have students complete the dialogue in the cartoon.

Alternate Activities

1. Ask students to name different jobs they would be interested in pursuing and write them on the board. Have them select one and list the related areas. Teacher may add to the list. For example:

Community Service

dog walker	shoe repairer	launderer
stock clerk	meat cutter	counter person
dry cleaner	gardener	beverage distributor

2. Have students collect pamphlet and pictures related to their area of interest, and display them on the bulletin under any of the following titles.

. "Jobs I can do"

. "I would like to be..."

Applications for an Integrated Day

Art	Students can use magic markers and create images on color slides.
Science	Students can develop the concept of how light affects lenses.
Social Studies or Career Education	Students can prepare for a job interview, using Activity Sheet #32. (WHAT SHALL I BE?)
Language Arts	Students can write letters of application for jobs.

Suggestions for Other Levels

1. With advanced students the teacher can introduce new words related to photography. For example:

Audio-Tape Library Worker	The person who works with television or motion picture equipment.
Projectionist	One who operates motion picture projector at a projection booth.
Photographic Laboratory Worker	Person who works in the area where films are processed.

2. Ask students to take pictures of people in their community or school performing different jobs. Have students describe each job and make a scrapbook. (Refer to Activity Sheet #32, (WHAT SHALL I BE?).

3. Teacher can develop other objectives and focus on:

   - Completing job application forms
   - Advantages and disadvantages of different jobs
   - Interviews for jobs
   - Recognizing authority and following instructions
   - Recognizing the importance of being punctual
   - Requirements for different careers
   - Ways of applying for a job
   - Knowing proper behavior in public places
   - How to prepare a resume

Student Evaluation

Write the contraction for the underlined words.

1. Mary did not file an application. _____
2. She does not know how to take pictures. _____
3. We do not have a movie camera. _____
4. I am a photographer. _____
5. They are graduating in June. _____
6. She is the best film developer. _____
7. We are taking the camera to the store. _____
8. Cornelia does not have a hobby. _____

Teacher Self-Evaluation

1. Were students aware of the different programs that are available in New York City high schools?
2. Did all students practice filling in an application for high school?
3. Did some students have difficulty with the contractions?

SAMPLE LESSON PLAN 3

Survival Skill - Identifying Career Related Options

Level of Functioning - Intermediate/Advanced

Behavioral Objective - Students will identify the variety of jobs available within a career.

Vocabulary

career	employee	appearance
job	license	punctual
trade	salary	attitude
boss	goal	join

Idioms

part-time	full-time	to be on time

Structures

Contractions with verb "to be"
Contractions with do, does, did
Simple Future tense "going to"
Questions using "why," "because"

Motivation

1. Discuss part-time jobs available to your students in the community. Begin with those students already holding jobs.

2. Emphasize that part-time jobs can help the students choose future employment. Ability to perform, personal satisfaction, and sufficient preparation are important factors.

Materials

Stories
Dialogues
Questions on rexographed sheets
Bulletin board - magazine, pictures, posters

Activities

1. Present the vocabulary to the class.

2. Present the story and dialogue to the students. Have students role-play the dialogue.

Story: John is going to work in Casal's Garage every Saturday. He works best at school when he is doing something with his hands. Mr. Casal knows John loves cars, but he doesn't know much about them. He will help him learn more. The following week, John reported to his class about his new job.

Dialogue

John: I started a part-time job last Saturday at Casal's Garage.

Teacher: What do you do there?

John: I help Mr. Casal fix cars. There are many different jobs to do.

Rinaldo: That is too messy for me. I would like to have my own business and sell new cars. I like talking with people, and I like being my own boss.

Teacher: John, What did Mr. Casal think about your work?

John: He said I followed his instructions well and I worked quickly.

Wang: Do other people work there?

John: Oh, yes! And Mr. Casal said I got along well with the others and that would help me learn.

Teacher: John, do you know that there are schools to help you learn more about auto mechanics?

John: How do I find out? Where are they?

Teacher: Next week a professional Career Counselor will be here to answer your questions.

Answer in complete sentences.

a. What kind of work did John do at the garage? (He helped fix cars.)

b. Did John work every day? (No, he worked on Saturday.)

c. Did John work slowly or quickly? (He worked quickly.)

d. Why didn't Rinaldo want to work at a garage? (He didn't want to work at the garage because it's messy.)

e. Did John get along with the other workers at the garage? (Yes, he got along well with the other workers.)

f. Did Rinaldo want to work for someone or be his own boss? (He wanted to be his own boss.)

g. Did John want to find out about schools that teach trades? (Yes, he did.)

3. Discuss the many different areas of employment related to cars.

4. Present another dialogue preceded by an introductory story and review vocabulary.

Alternate Activity

. Let students plan a bulletin board display for a specific industry, such as cars.

. Students can find or draw pictures to attach to bulletin board displaying specific jobs related to the manufacturing, selling, repairing and use of cars.

Example:

Manufacturing:	assembly line building painting finishing inspecting test driving
Selling:	show rooms - sales person car lots advertising
Maintenance/ Repair:	garage mechanic gas station attendant tire shop sales person auto parts sales person
Use:	chauffeur taxi driver

Suggestions for Other Levels

Beginner: Set up a corner in the classroom where students can use articles provided for role-playing.

. Have students select a particular type of occupation. Let students help you to collect material associated with the chosen occupation, for example, fireperson's hat, toy doctor's kit, etc.

Applications for an Integrated Day

Mathematics

1. Mario earns $3.35 each hour working at the candy store. He works every day after school from 3:30 - 5:30. How much does he earn weekly?

2. Have students compute the year's salary for all the employees in a place of business when given the hourly, weekly, monthly, or yearly earnings.

Social Studies Contrast urban living with rural living and the types of employment necessary and available.

Art Make paper job chains with construction paper, markers, and paste. (E.g. writer, publisher, librarian, bookstore)

Student Evaluation

Use one of the vocabulary words to complete the following sentences:

full-time	salary	trade
boss	employee	joined
goal	part-time	career

1. My mother wants to earn a higher _____ .
2. My uncle has _____ a union.
3. Working 9 A.M. to 5 P.M., Monday to Friday is _____ work.
4. The one who tells you what to do on the job is the _____.
5. A person who has a job is an _____ .
6. I have a _____ job after school.
7. You can learn a _____ in a school.
8. The counselor helps us choose a _____.

Teacher Self-Evaluation

1. Were the students able to answer questions about the dialogue?
2. Which students enjoyed the role-playing?
3. Which vocabulary words were difficult for your students to pronounce or to understand?

RESOURCE ACTIVITIES

Listening/Speaking

1. Give each student a picture of someone at work. Give them a few minutes to look over the pictures. Then, have each student come up, one at a time, and describe what they think is required at each job. (Refer to Activity Sheet #32).

2. Write out key words that they mention. When all the descriptions have been given, discuss how they are different and alike.

3. Have students change the following sentences to questions by placing "did" before the subject, and changing verbs.

   a. Jerry wanted to work at a Fotomat.
      Example: Did Jerry want to work at a Fotomat?

   b. Martha gave Fred a film strip projector.

   c. He worked as a mechanic.

   d. They went to the dry cleaners.

   e. Robert took his bicycle to the repair shop.

   f. Mary filled out an application.

Reading/Writing

* Distribute Activity Sheet #33. Have students circle the words from the list below.

* Distribute Activity Sheet #34. Have students circle the correct prepositions and unscramble the words.

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ACTIVITY SHEET #30: CAREER PLANNING

MARY IT'S ALMOST GRADUATION TIME. HAVE YOU FILED A HIGH SCHOOL APPLICATION YET?
NO, I HAVEN'T I DON'T KNOW WHICH HIGH SCHOOL TO APPLY TO.
DO YOU HAVE A HOBBY, MARY?
YEAH, I LIKE TAKING PICTURES AND MAKE MOVIES.
WELL, THERE ARE MANY DIFFERENT JOBS IN THE PHOTOGRAPHY FIELD. YOU CAN BE A...
FILM DEVELOPER IN LABORATORY...
A PROJECTIONIST...
OR WORK WITH A CAMERA CREW FOR TELEVISION.
YOU CAN BE A NEWSPAPER PHOTOGRAPHER
OR WORK AS A CAMERA SALESPERSON.
DO YOU THINK I CAN MAKE IT?
OF COURSE YOU CAN! LET'S LOOK AT THE DIRECTORY OF THE PUBLIC HIGH SCHOOLS TO FIND A PROGRAM... HERE'S ONE NEAR YOUR HOME!
GREAT! I'D LIKE TO STAY NEAR HOME.
I HAVE THE APPLICATION RIGHT HERE. WE'LL FILL IT OUT AND SEND IT TO THE SCHOOL.
THANKS, MR CHANG! I KNOW I CAN DO LOTS OF THINGS. MAYBE SOMEDAY I'LL OPEN MY OWN BUSINESS!

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ACTIVITY SHEET #31: CAREER PLANNING

DIRECTIONS: READ EACH FRAME AND COMPLETE THE DIALOGUE

MARY IT'S ALMOST GRADUATION TIME. HAVE YOU FILED A HIGH SCHOOL APPLICATION YET?
GUIDANCE
YEAH, I LIKE TAKING PICTURES AND HOME MOVIES.
9 MILE
NW HIGH
WELL, THERE ARE MANY DIFFERENT JOBS IN THE PHOTOGRAPHY FIELD. YOU CAN BE A...
ZOOM
DISC
DO YOU THINK I CAN MAKE IT?
OF COURSE YOU CAN! LET'S LOOK AT THE DIRECTORY OF THE PUBLIC HIGH SCHOOLS TO FIND A PROGRAM... HERE'S ONE NEAR YOUR HOME!
Application
THANKS, MR CHANG! I KNOW I CAN DO LOTS OF THINGS. MAYBE SOMEDAY I'LL OPEN MY OWN BUSINESS!

ACTIVITY SHEET #32: WHAT SHALL I BE?

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Activity Sheet #33 - Unit #VIII

CAREERS FIND-A-WORD

Directions: Circle the words from the list below

dentistry	clothing	wood working	animal care	law
radio	computers	baking	cartooning	art
theatre	nursing	ceramics	auto shop	sales
music	secretarial	jewelry	photography	media
accounting	drama	dance	fashion	catering

j l l m s e c r e t a r i a l m

a j a n f n o c d a n c a r l a

m e w o a m m a r c i s r t c c

u w r p s m p t a d m a t h e c

s e s c h e u e d e a l f e r o

i l t a i d t r i n l e g a a u

c r c r o i e i o u c s d t m n

s y l t n a r n d r a m a r i t

t a o o b c s g g s r h n e c i

a u t o s h o p h i e i c d s n

e a h n s d e f i n j j e y y g

i n i i b a k i n g m n l m m o

s t n n b p h o t o g r a p h y

s r g g d d e n t i s t r y f h

o n i m w c l o t h i n g e e i

w o o d w o r k i n g o p r s t

_____ _____

_____ _____

Activity Sheet #34 - Unit #VIII

Circle the correct prepositions and write them on the line.

I.

1. The photographer is far _____ the crowd.

from on

2. The projector is _____ the bag.

inside to

3. They all smiled _____ the camera.

in front of in

4. The guidance counselor sits _____ the window.

near down

5. The picture is _____ the table.

in on

6. I put the camera _____ the drawer.

between in

7. The camera shop is _____ the street from the bakery.

in across

II.

Unscramble the following words:

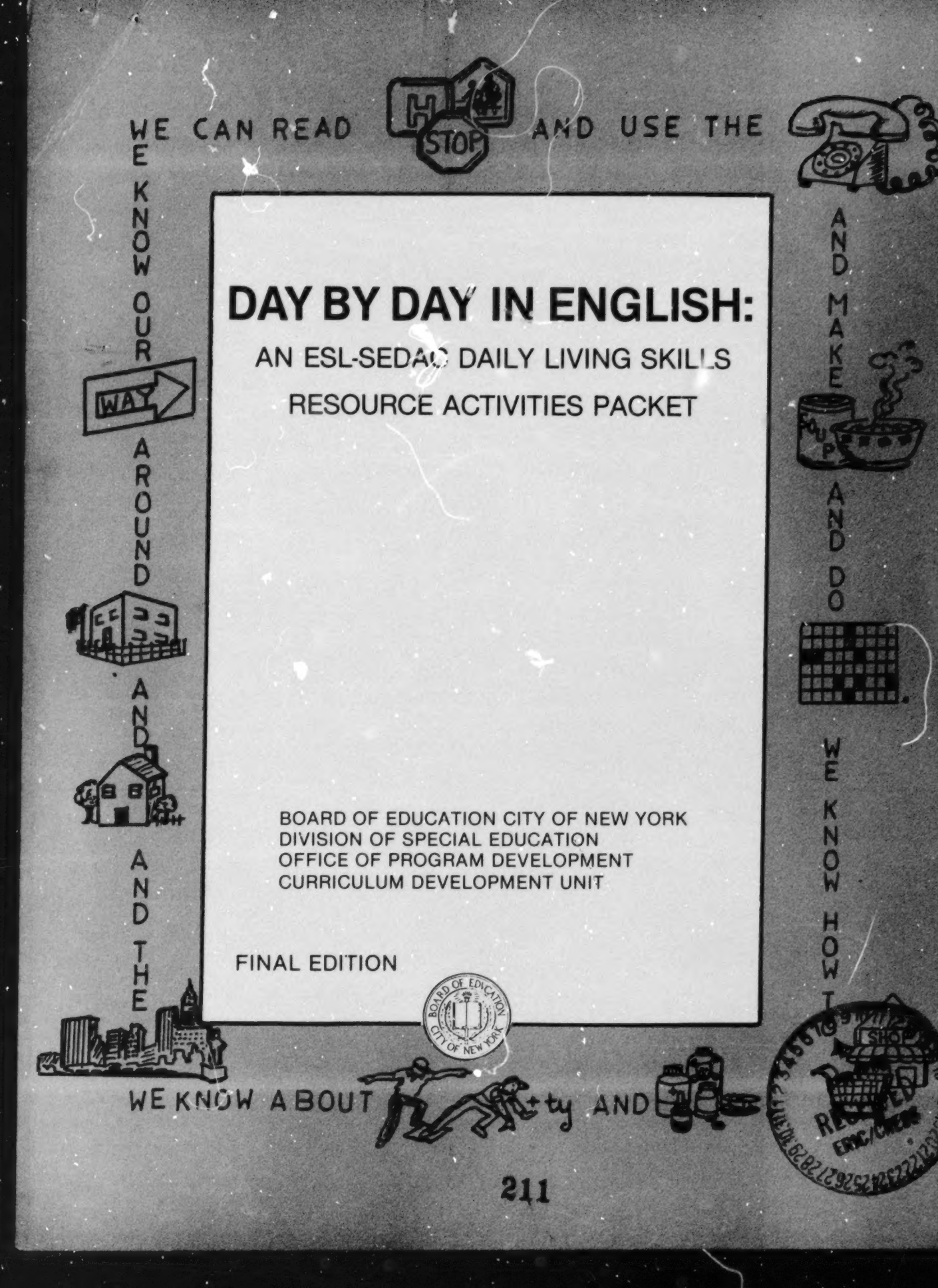
a. erhpragotohp p _ _ _ _ _ _ _ _ _ _ _ _

b. ioncatpplia a _ _ _ _ _ _ _ _ _ _ _

c. byboh h _ _ _ _

d. reaperp p _ _ _ _ _ _ _

e. opledev d _ _ _ _ _ _



DAY BY DAY IN ENGLISH:

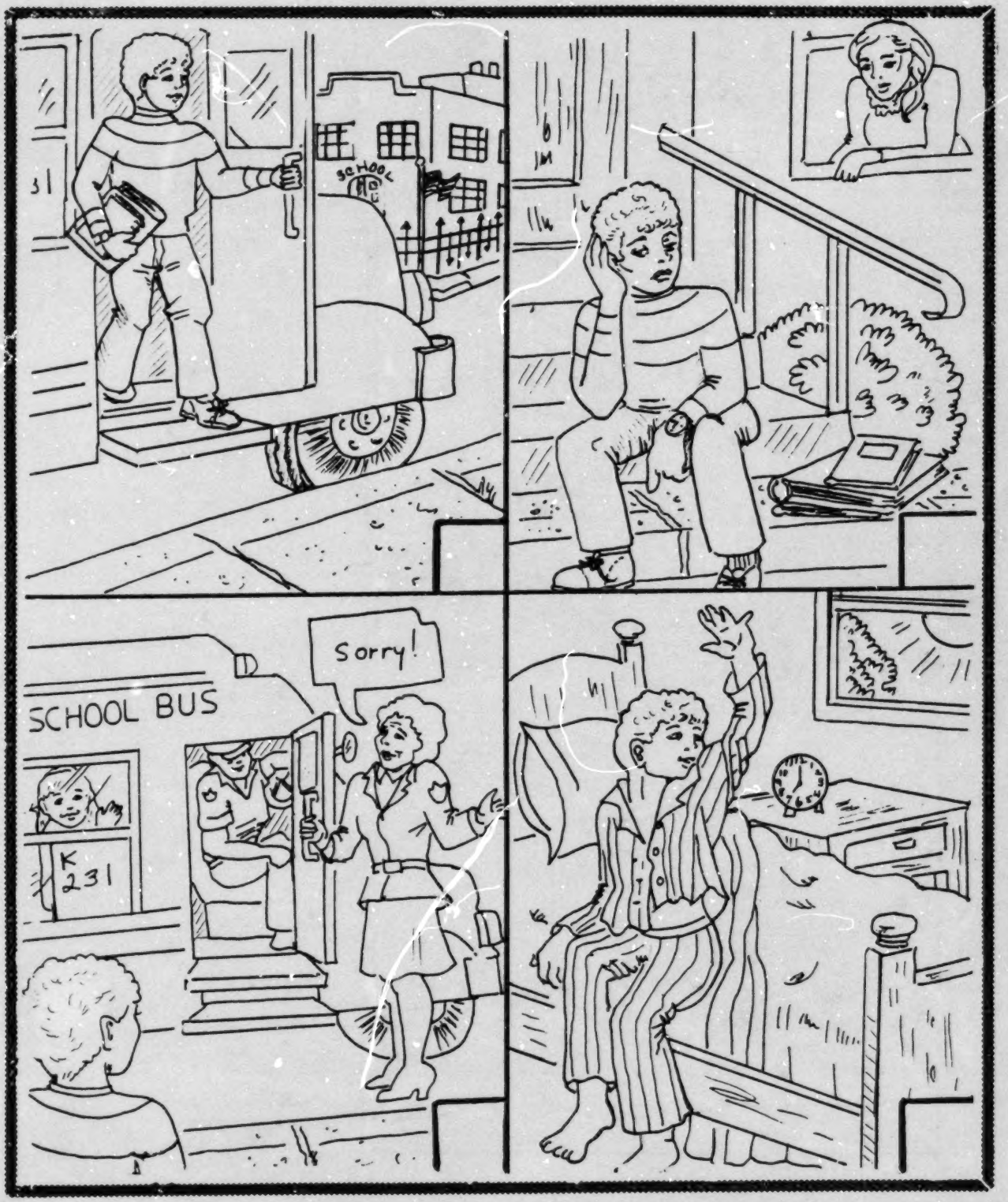
AN ESL-SEDAC DAILY LIVING SKILLS RESOURCE ACTIVITIES PACKET

BOARD OF EDUCATION CITY OF NEW YORK
DIVISION OF SPECIAL EDUCATION
OFFICE OF PROGRAM DEVELOPMENT
CURRICULUM DEVELOPMENT UNIT

FINAL EDITION

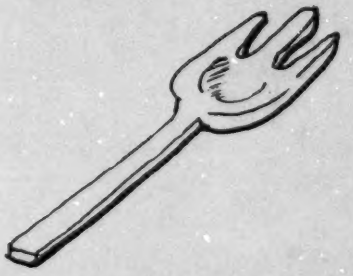
ACTIVITY SHEET #1: CARLOS GOES TO SCHOOL

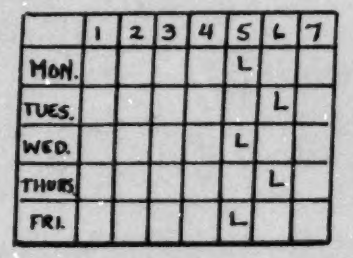
DIRECTIONS: PUT THE PICTURES IN THE ORDER THAT THEY HAPPENED. LABEL: THE FIRST PICTURE [1] THE SECOND PICTURE [2] THE THIRD PICTURE [3] AND THE FOURTH PICTURE [4]

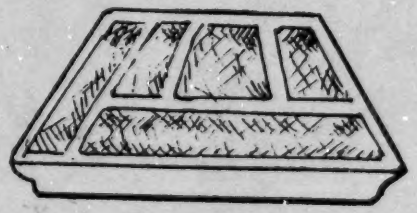


ACTIVITY SHEET #2: THE CAFETERIA

DIRECTIONS: FIND THE ITEMS IN THE PICTURE. CIRCLE THEM. FILL IN THE MISSING LETTERS IN THE WORDS BELOW.







S_____ SC_____ C_____ T_____

_____ _____

_____ _____

Activity Sheet #3 - Unit #I

I. Number the following sentences in order, using the numbers 1 to 6. (1 is the first thing to do; 6 is the last)

Kim is in class. It is time to go to the lunchroom. She is going alone. Kim forgot the schedule. Help her get to the lunchroom to have lunch.

_____ Kim is in the lunchroom.

_____ Kim sits at the table eating lunch.

_____ She will take a tray from the counter.

_____ Kim is going to lunch.

_____ Next, she takes a container of milk and a spork or fork.

_____ She is walking to the lunchroom.

II. Fill in the blank with word that completes the sentence.

1.	Andre eats lunch in _____.	time
2.	He has a _____ to follow for lunch.	school
3.	Eleven classes eat lunch at the same _____.	schedule
4.	First, he takes a _____.	counter
5.	The trays are on the _____.	tray
6.	He also takes a _____ of milk.	refrigerator
7.	The milk is in the _____.	container

_____ _____

_____ _____

Activity Sheet #4 - Unit I

LET'S HELP LUIS FIND HIS CLASS

Directions:

Choose the correct word from the list at the bottom of the page to complete the name of the places where Luis looked for his class.

Luis' mother brought him to school early. He went upstairs and found no one in his classroom. Where could they be?

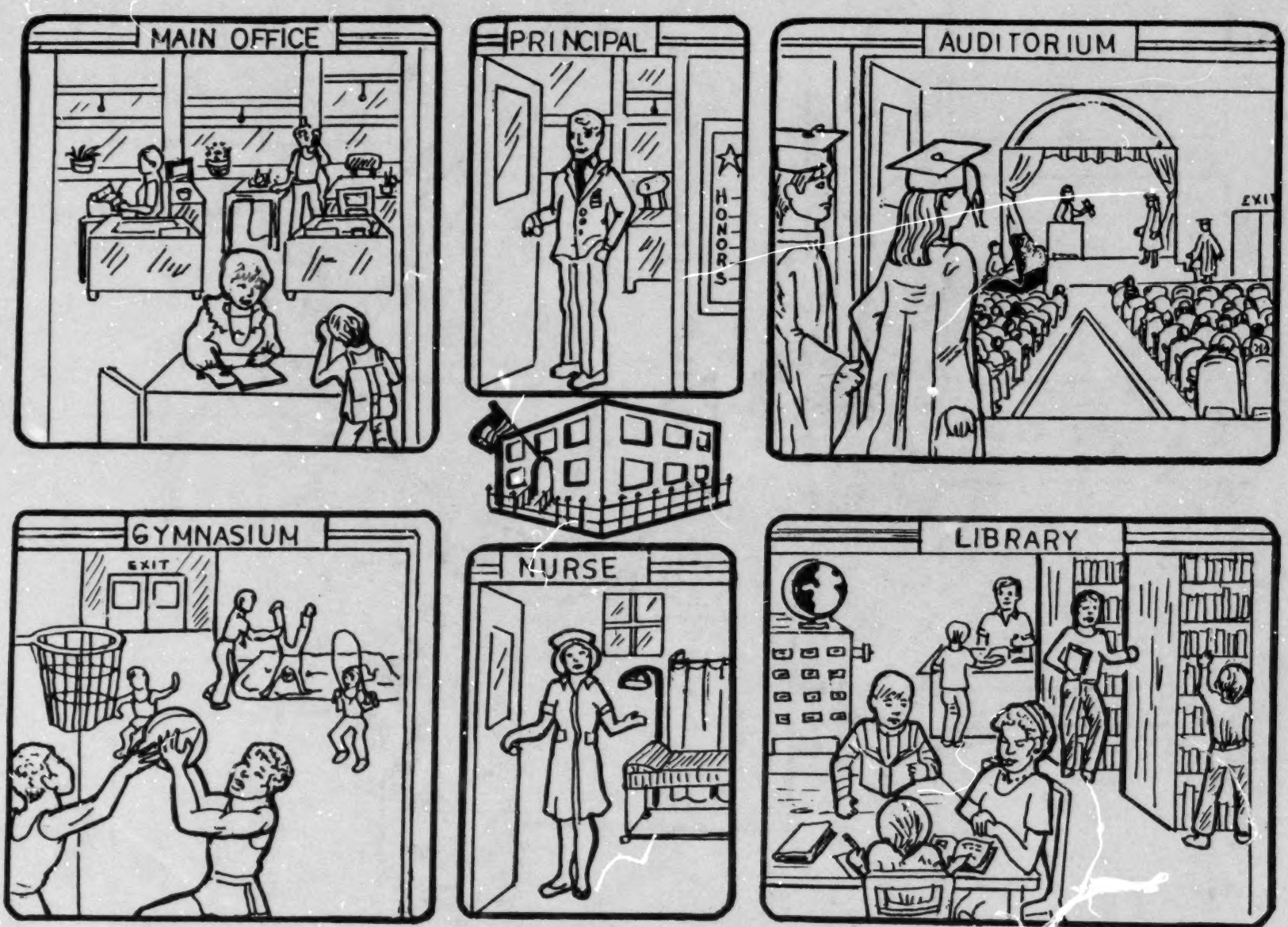
1. They are not seeing a show in the
   ___ ___ ___ ___ ___ ___ ___ ___ ___ ___.
2. They are not eating breakfast in the
   ___ ___ ___ ___ ___ ___ ___ ___ ___ .
3. They are not reading a book in the
   ___ ___ ___ ___ ___ ___ ___ ___ .
4. They are not playing in the
   ___ ___ ___.
5. They are not sitting in the principal's
   ___ ___ ___ ___ ___ ___ .
6. They are not buying a
   ___ ___ ___ ___ ___ ___ ___ ___.

Now use the letters from the circles above to unscramble the place where Luis found his class.

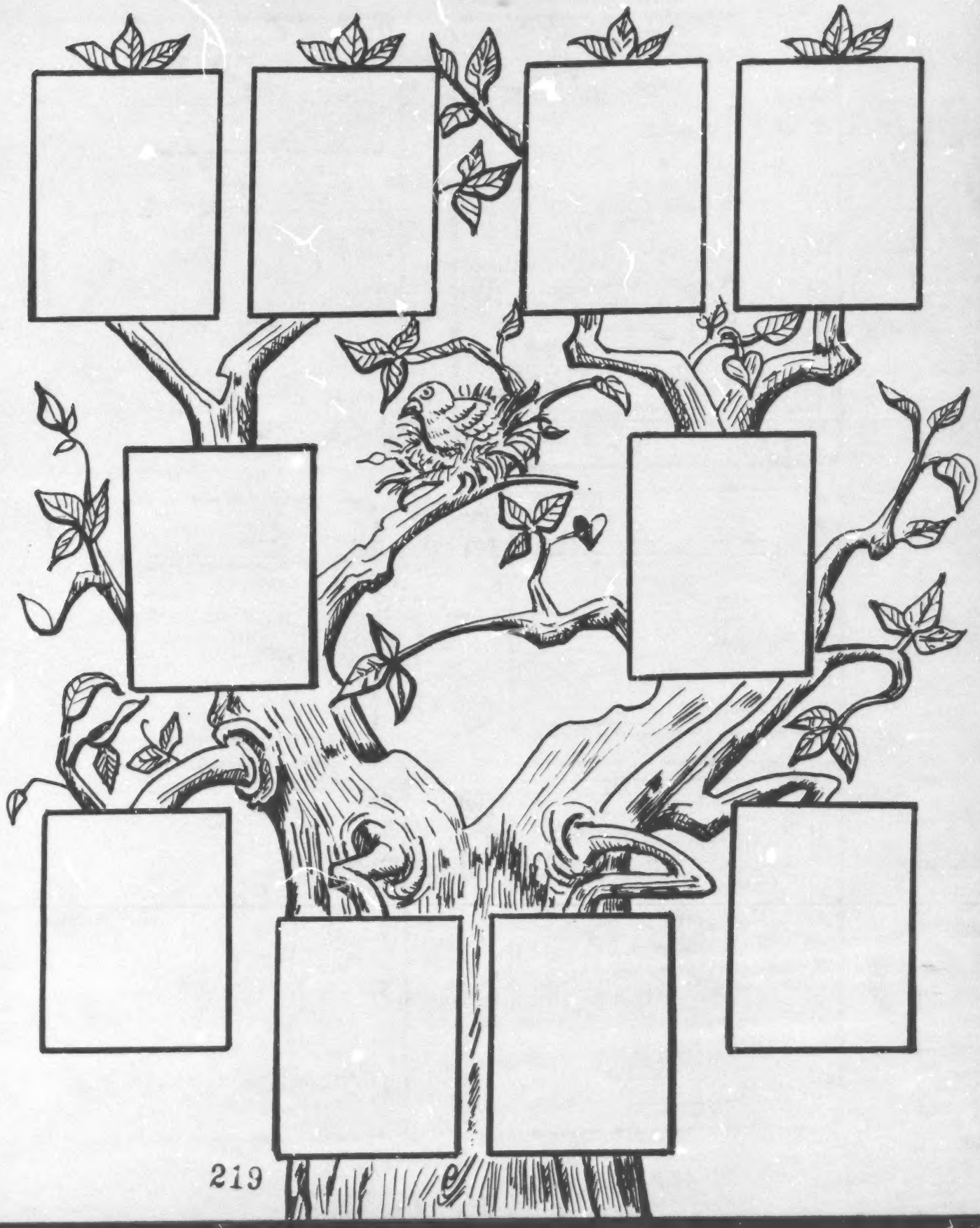
They were on ___ ___ ___ ___ in the ___ ___ ___ ___ .

auditorium	office	yard	gym
cafeteria	notebook	library	line

ACTIVITY SHEET #4A: MY SCHOOL'S FLOOR PLAN



ACTIVITY SHEET #5: MY FAMILY TREE



_____ _____

_____ _____

Activity Sheet #6 - Unit #II

Partners

I. Draw a line from Column A to Column B to pair off the family members.

Column A	Column B
aunt	brother
grandmother	father
sister	uncle
mother	brother-in-law
daughter	nephew
niece	son
sister-in-law	grandfather

1. What is the same about the people in Column A ?
_____.

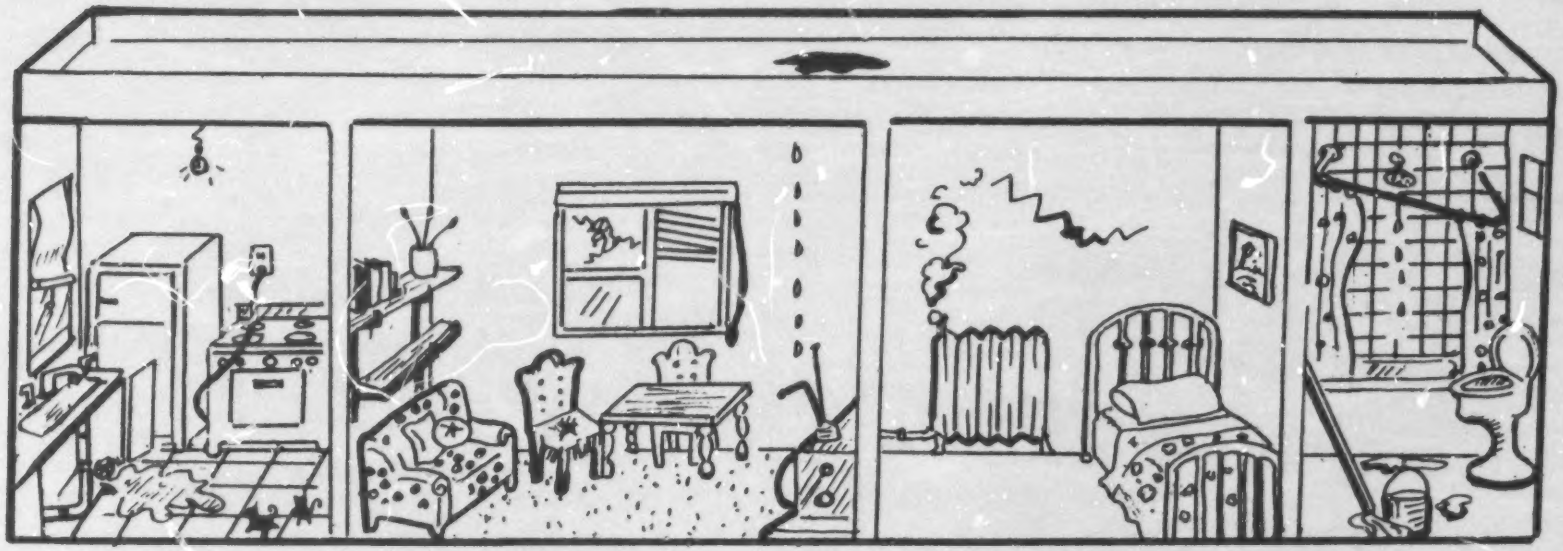
2. What is the same about the people in Column B?
_____.

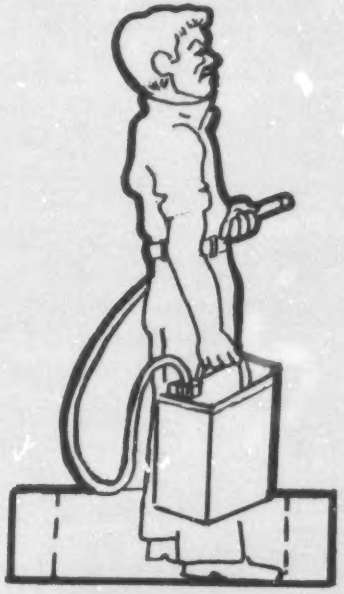
II. Put the words in Column A and Column B in ABC order.

Column A	Column B
1._____	1._____
2._____	2._____
3._____	3._____
4._____	4._____
5._____	5._____
6._____	6._____
7._____	7._____
8._____	8._____

ACTIVITY SHEET #7: HELP THE VARGASES FIX THEIR HOUSE

DIRECTIONS: MATCH THE WORKER WITH THE REPAIR NEEDED.





_____ _____

_____ _____

Activity Sheet #8 - Unit #II

1. Unscramble the letters and write the words.

a. t e v o s s_____

b. g e t a r i f r e r o r r_____

c. n k i s s_____

d. r o t s a t e t_____

e. t o p p_____

f. b r a g a g e n a c g_____ c_____

g. a n c n e p o r e c_____ o_____

2. Choose a word from the list below and fill in the blanks.

pot	sink	toaster
stove	can opener	garbage can
refrigerator	kettle	cabinet

a. We keep food fresh inside of it. _____

b. We can store pots and pans inside it. _____

c. Boil water in it to make coffee or tea. _____

d. Throw all waste inside it. _____

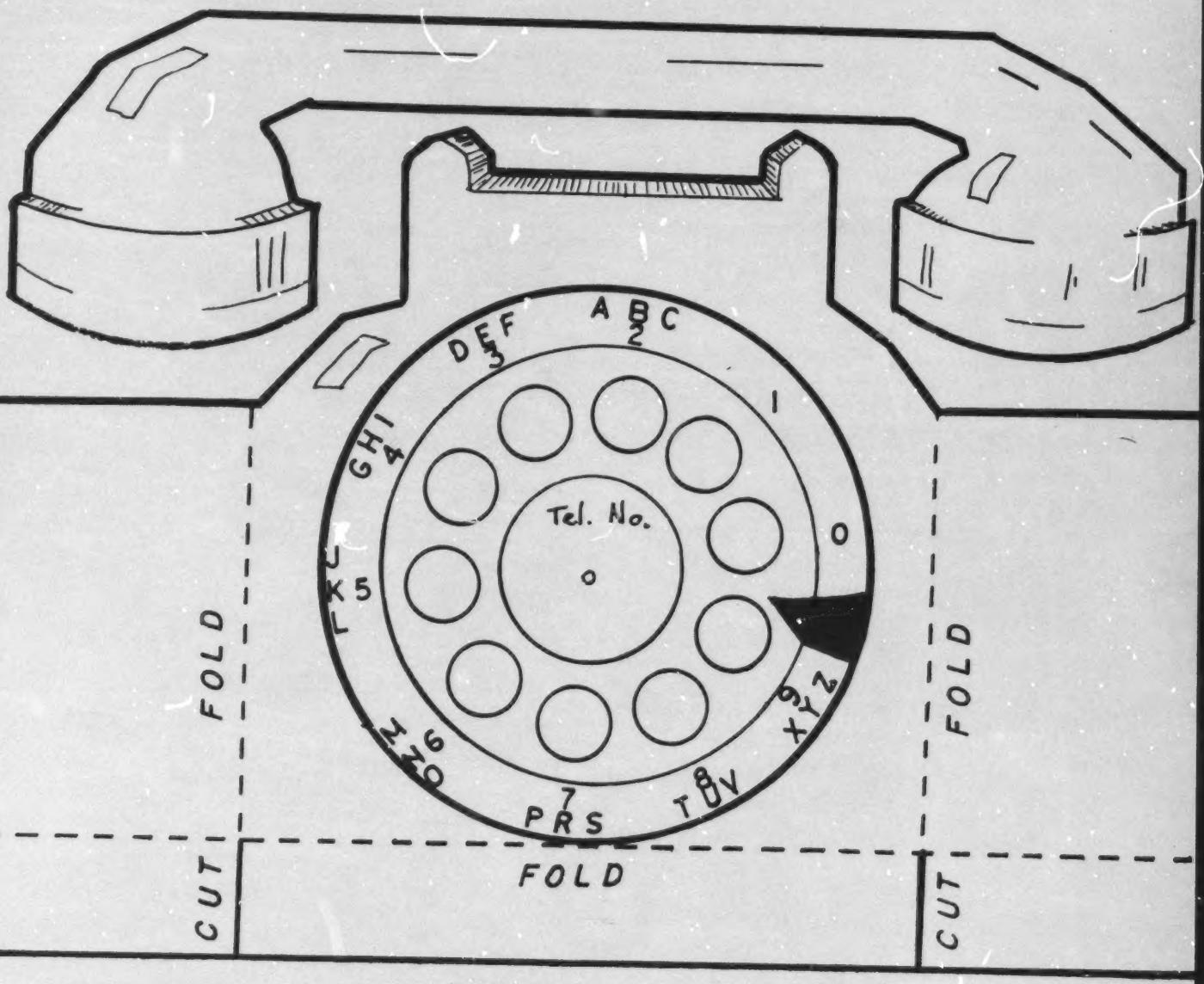
e. We use it to open cans. _____

f. We make soup in it. _____

g. We use it to cook our meals on. _____

h. We warm bread in it. _____

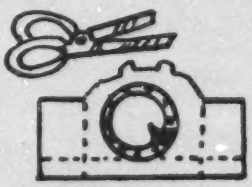
ACTIVITY SHEET #2: TELEPHONE CUT-OUT



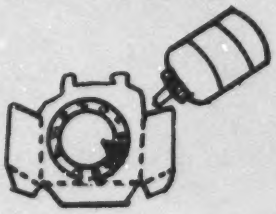
DIRECTIONS

1. GLUE EACH OF 2 SHEETS ONTO OAK TAG

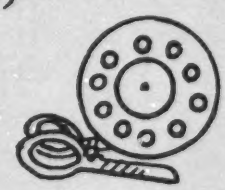
2. CUT 1st SHEET



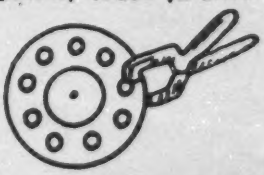
3. FOLD (YOU MAY ALSO GLUE TO BOX OR CARTON)



4. CUT THE DIAL FROM 2nd SHEET

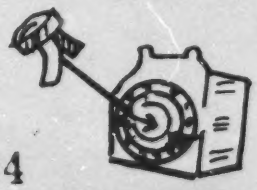


5. PUNCH HOLES IN DIAL



6. PUNCH A HOLE THROUGH BOTH PARTS

7. BRASS FASTENER



8. PULL STRING THROUGH

_____ _____

_____ _____

Activity Sheet #10 - Unit #III

Directions: Answer each question in a complete sentence by referring back to the directory.

STORE DIRECTORY

	Floor Numbers
Coffee Shop	4
Home Furnishing	4
Housewares	1
Infants Wear	2
Junior Dresses	2
Lavatories	4
Men's Wear	2
Perfumes	1
Sports Clothes	1
Sports Equipment	3
Stereo and T.V.	3
Toy Department	3
Women's Casuals	2

Jacob was going to the department store. He was going with Timothy. They were going to buy several things. To be certain of each department, they looked at the directory. They were going to buy sports clothes, some sports equipment, and finally get a bite to eat.

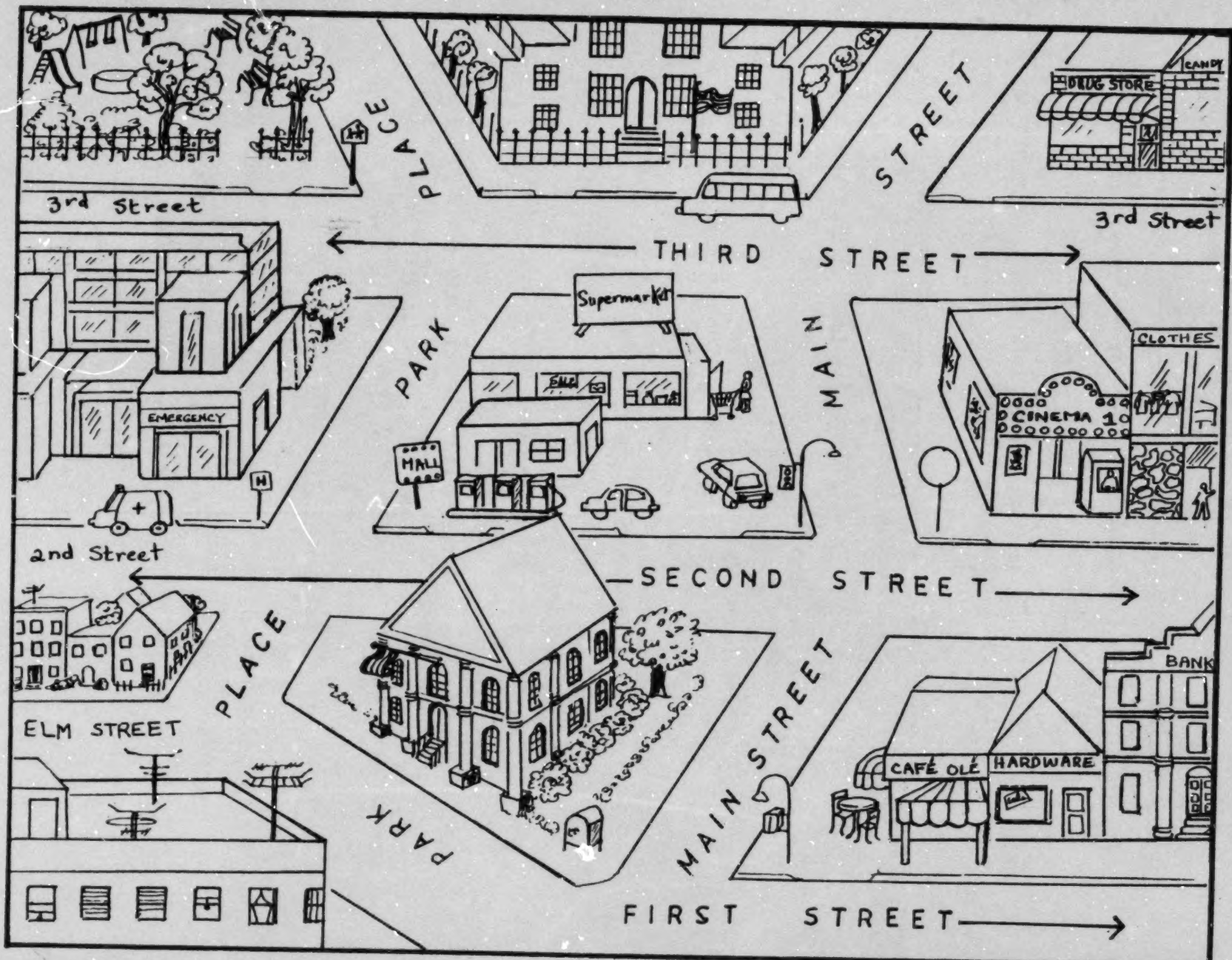
Questions

1. Where were Jacob and Timothy going?_____
2. What were they going to buy?_____
3. On what floor was the sports equipment?_____
4. What was on the first floor that the boys had to buy?_____

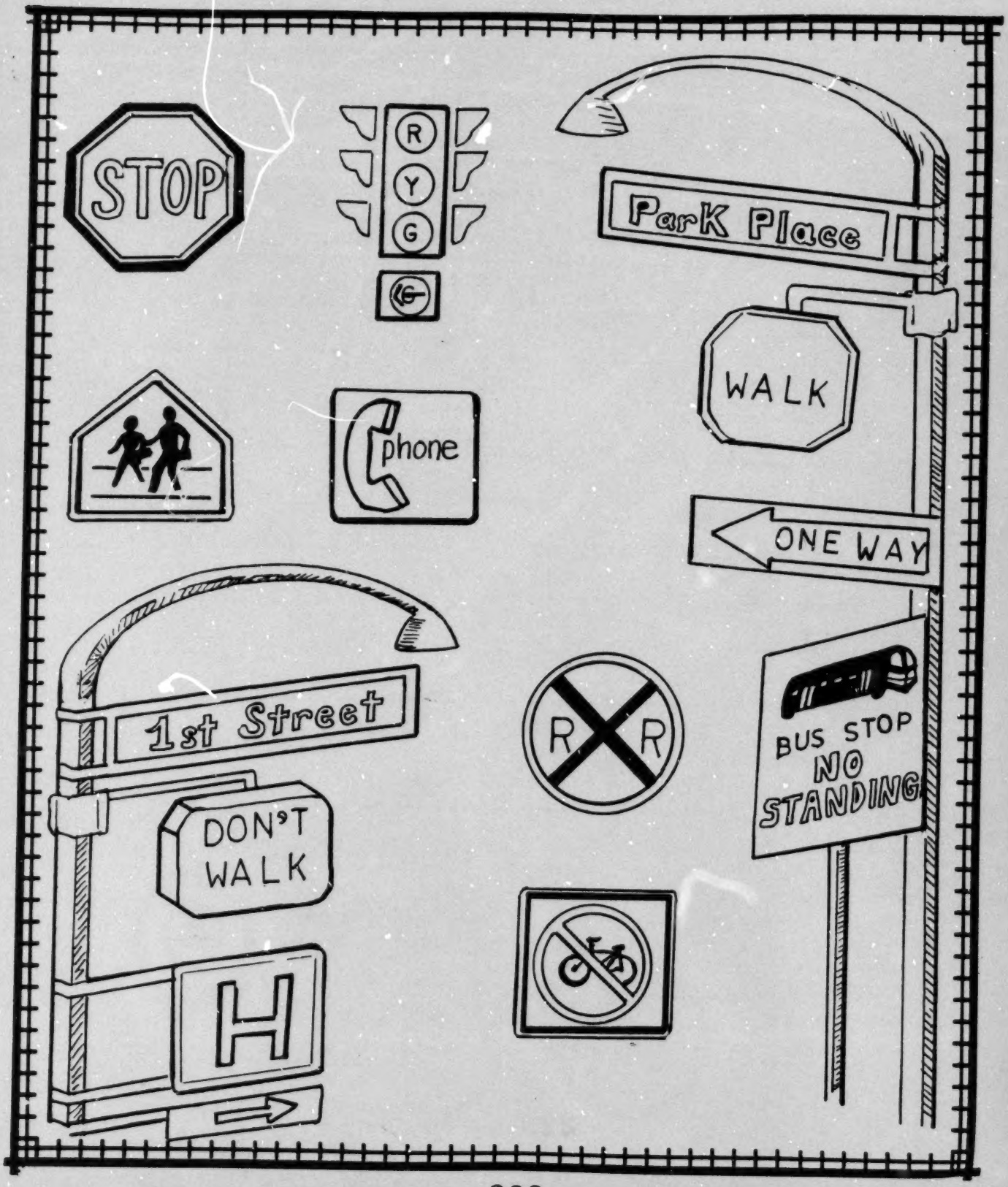
_____

5. Was the coffee shop on the first floor?_____

ACTIVITY SHEET #11 · MY COMMUNITY



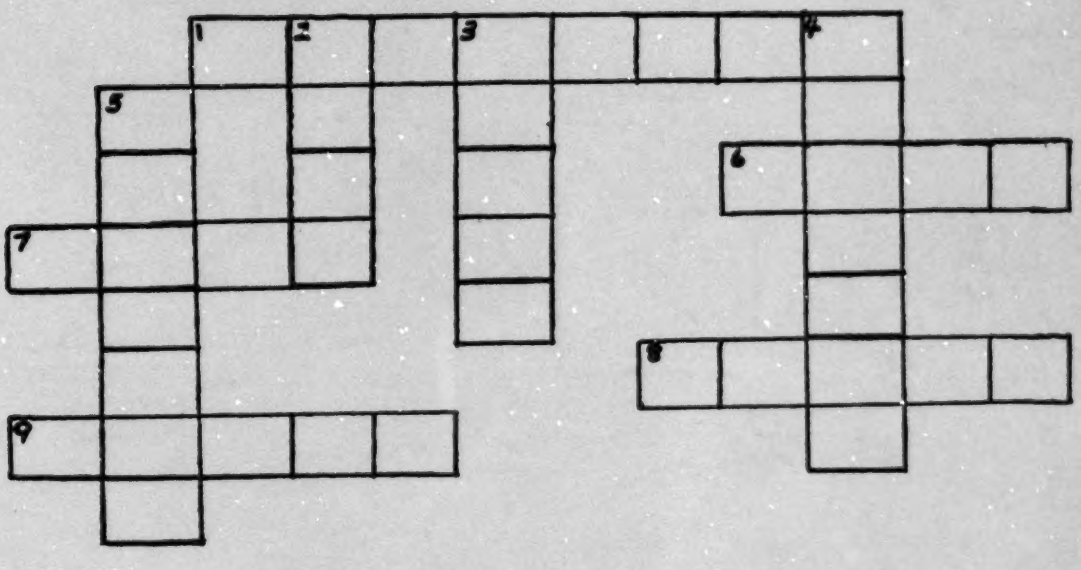
ACTIVITY SHEET #12: GETTING AROUND



Activity Sheet #13 - Unit #III

Vocabulary Crossword

Directions: Use the words in the word box to complete the puzzle.



platform	phone	line
mailbox	truck	fare
dial	token	station

Across

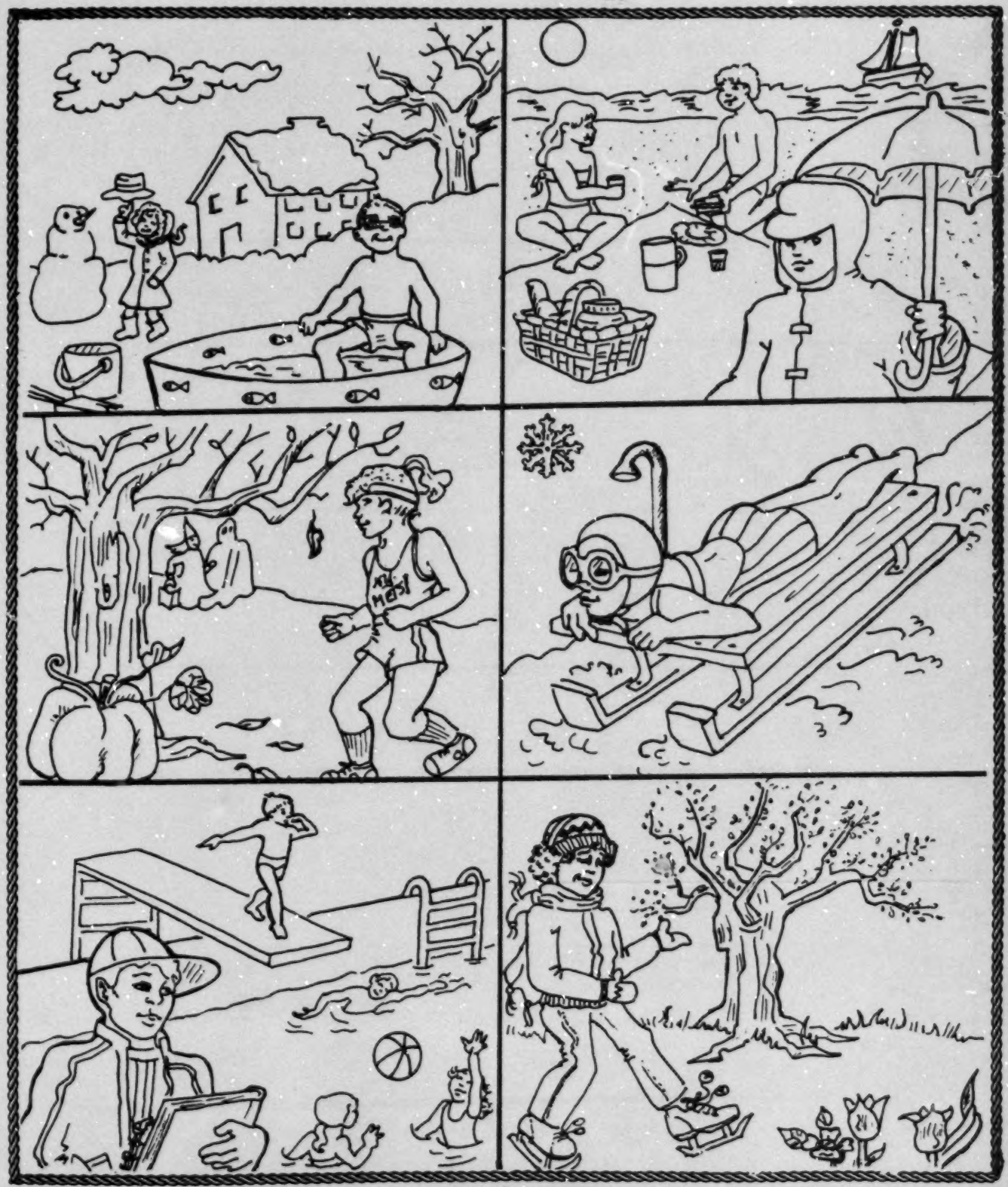
1. Stand at the station's _____.
6. Wait for the _____ tone.
7. Pay a 90¢ _____.
8. Call on the _____.
9. Buy a _____ at the booth.

Down

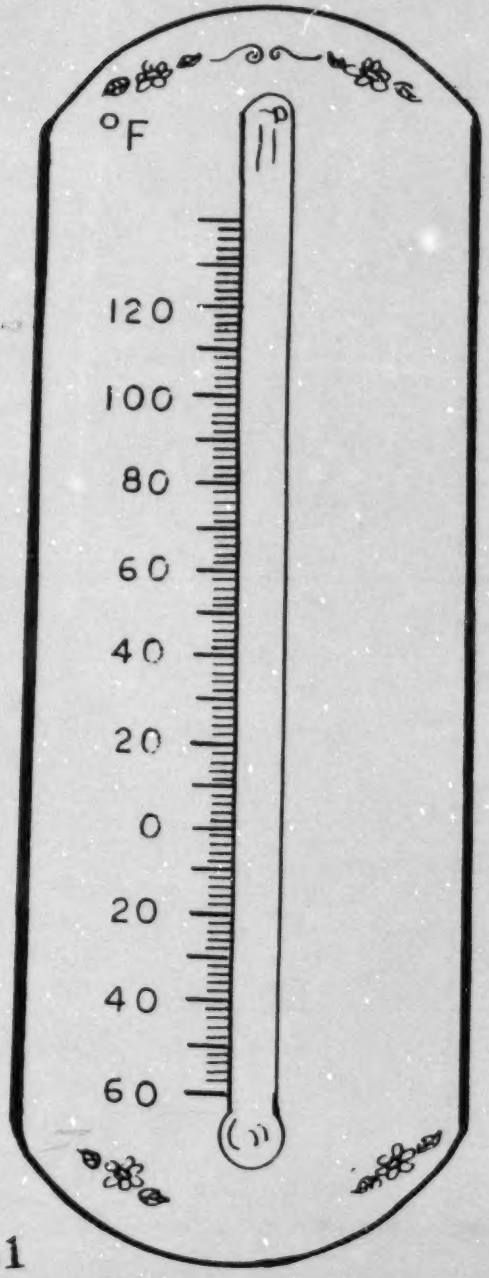
2. The telephone _____ was busy.
3. A _____ driver took us home.
4. Deposit mail in a _____.
5. Go to the train _____.

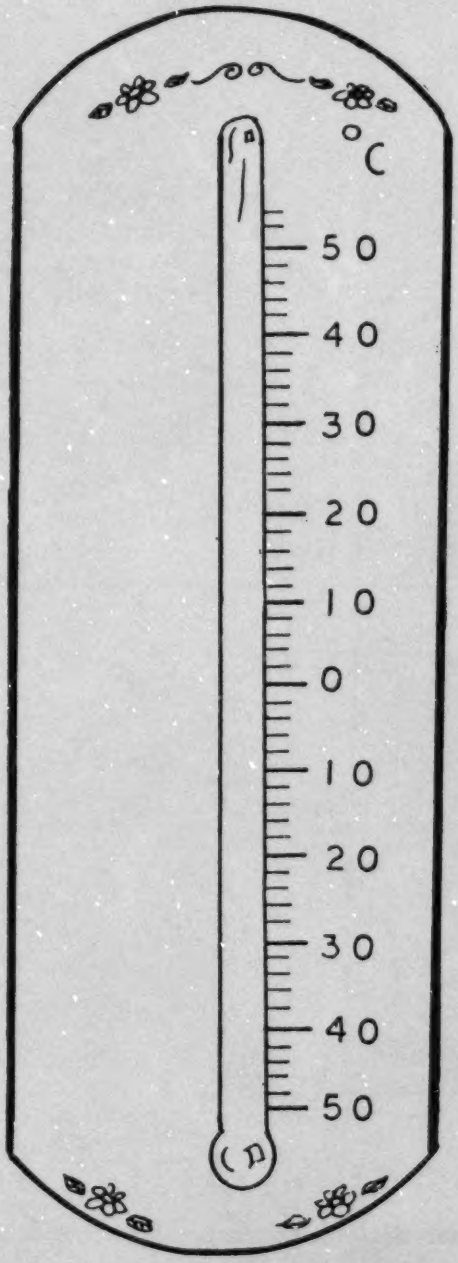
ACTIVITY SHEET #14: WHAT'S WRONG HERE?

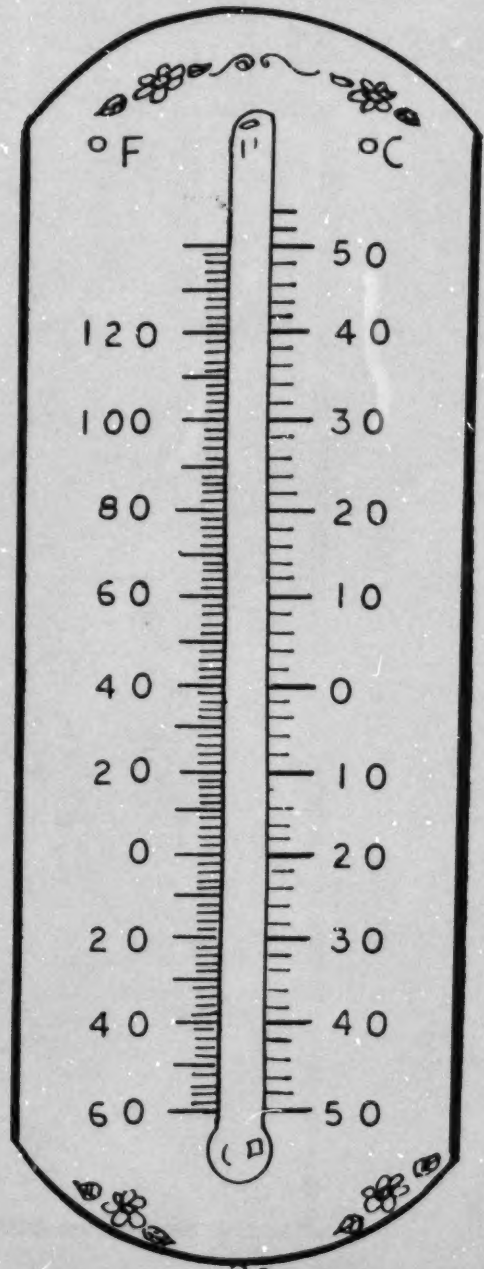
DIRECTIONS: IDENTIFY THE SEASON IN EACH PICTURE. PUT AN "X" ON THE THINGS THAT DO NOT BELONG.



ACTIVITY SHEET #15: FARENHEIT AND CELSIUS THERMOMETERS







Activity Sheet #16 - Un't #IV

Directions: Find the hidden words. Words may be found across, up and down. Draw a circle around each hidden word.

autumn	spring	boot	summer	cold	warm
fall	Celsius	thermometer	degrees	hot	winter
Fahrenheit	temperature	freezing	weather	thermostat	

z x h d g f x d a t o h m a t

y w l l f a z r t e d c s h h

g o d i l h a e h m s e u n e

c f i j k r r s e p p l m e r

r d e g r e e s r e r s m t m

e l m n h n a h m r i i e t o

t o p t r h u b o a n u m i m

n g a l t e t h s t g s y m e

i e l v w i u a t u b o o t t

w a r m x t m t a r a e t g e

f r e e z i n g t e b c a h r

a x z t b u y v c w d s e s f

p h l f m g n r e a z m n t t

Activity Sheet #17 - Unit #IV

Directions: Fill in the blanks with the missing word.

winter	summer
autumn	spring

a. My birthday is in the _____.

b. The Fourth of July is a _____ holiday.

c. We go sledding every _____.

d. It rains a lot in the _____.

e. Halloween brightens up a grey _____ day.

f. In the _____ we love to go swimming at the beach.

g. My favorite holiday is in _____.

B. Fill in the missing word in the proper sequence.

a. winter, _____, summer, fall

b. _____, spring, summer, fall

c. winter, spring, _____ fall

d. winter, spring, summer, _____

C. Fill in the missing word.

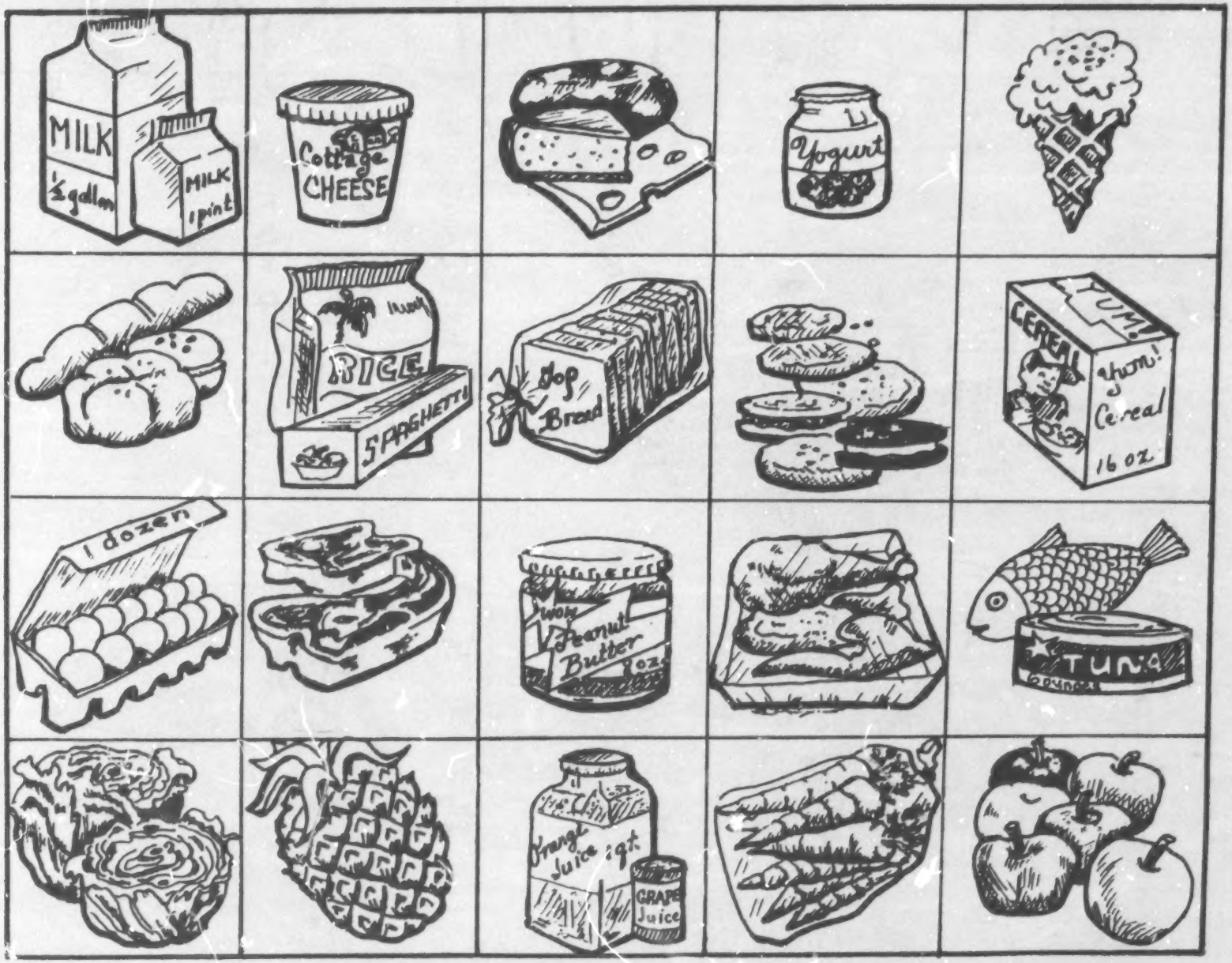
a. In the _____, we shovel snow.

b. In the _____, our flowers grow.

c. When it's _____, we swim and play.

d. Now it's _____, and leaves we rake.

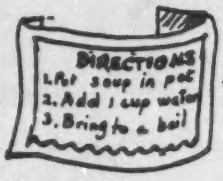
ACTIVITY SHEET #18: FOOD PICTURE CHART



ACTIVITY SHEET #19: MAKING SOUP

WE WENT TO THE

AND A

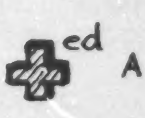
OF SOUP. WE READ THE 

. IT SAID TO

A OF . WE USED A

TO OPEN THE

. WE THE SOUP INTO A

AND  A OF WE PLACED THE

ON THE WE HEATED THE SOUP UNTIL IT

WE THE SOUP IN . WE

THE SOUP. IT WAS GOOD!

_____ _____

_____ _____

Activity Sheet #20 - Unit #V

HOW MUCH?

I. From the list below select the items you would buy by the pound and list them in Column A. Select the items you would buy by the quart and list them in Column B.

rice	oil	beans	soup
watermelon	apple juice	potatoes	chicken
milk	ice cream	chop meat	soda
butter	bananas	fruit punch	pineapple juice

Column A	Column B
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

II. Write the equivalent for the following items:

8 ounces of cheese _____

6 ounces of fish _____

6 eggs _____

12 bagels _____

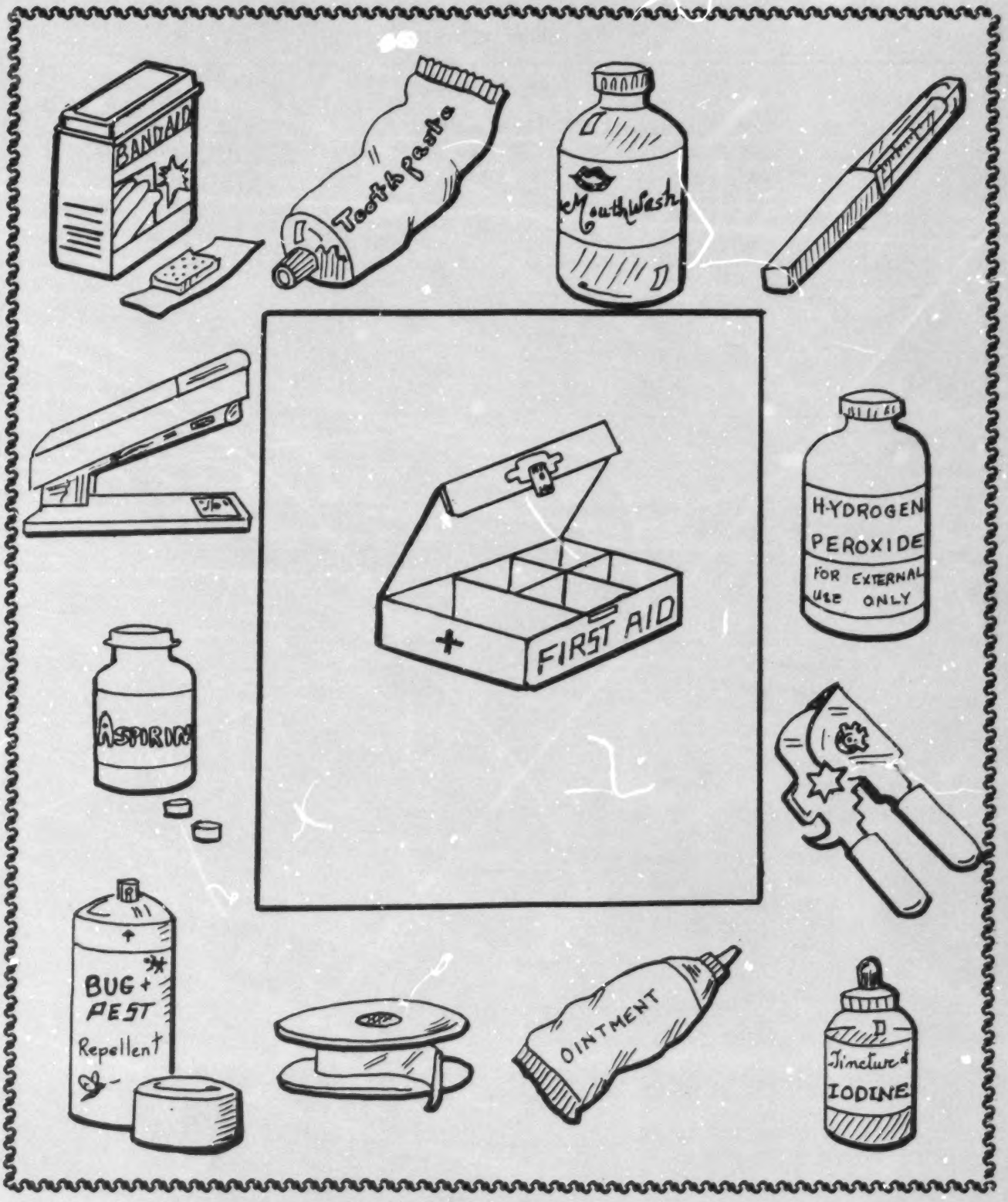
2 pints of juice _____

2 quarts of milk _____

4 quarts of cream _____

ACTIVITY SHEET #21: FIRST AID KIT

DIRECTIONS: IDENTIFY THE ITEMS. DRAW A LINE FROM THE ITEM TO THE KIT.



ACTIVITY SHEET #22: KIM'S VISIT TO THE CLINIC

Activity Sheet #23 Unit #VI

HEALTH AND SAFETY SITUATIONS

I. Answer the questions by reading the prescription.

No. 2468 JOHNSON PHARMACY
Sam Moon, Registered Pharmacist

Maria Lum
1390 E. 4th St. Brooklyn, N.Y.

Take one teaspoon every three hours.

Date 8/9/83 Dr. Tom Cruz, M.D.

a) Who is the doctor? _____

b) Who is the medicine for? _____

c) Who is the pharmacist? _____

d) What do you need to use to follow the directions?
_____

e) What do you need to know to follow the directions?
_____

II. Read the following situations and decide what is best to do.

a. Sally is at home alone. She hears screams outside. What should she do?
   1) Scream for help
   2) Tell her mother.
   3) Run to see what happened

b. Your mother slipped in the bathroom and cannot get up. You should
   1) Stay there and cry
   2) Try to move her
   3) Call an ambulance

c. You are changing a light bulb
   1) You put books on a chair to reach it
   2) You put a strong table under the area to reach it
   3) You get on your brother's shoulders

d. You have a severe pain in your stomach
   1) You go to the emergency room of the hospital
   2) You take your sister's medication
   3) You don't tell anyone

Activity Sheet #24 - Unit VI

SAFETY PUZZLE

Directions:

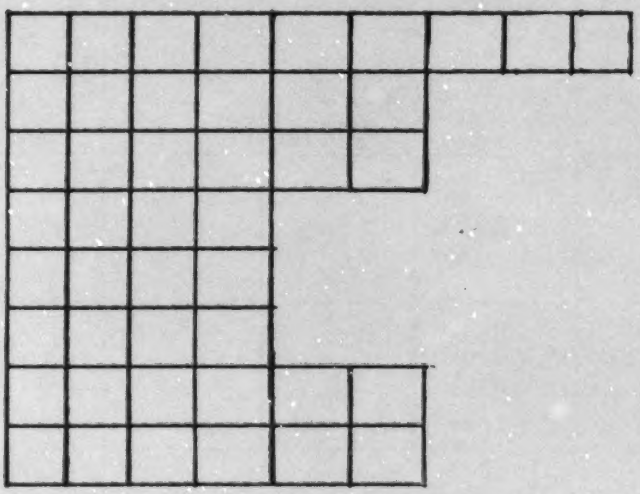
a. Read every word on the list below.

b. Read sentence 1 and find the word which will complete the meaning of the sentence.

c. Look at line 1 of the puzzle to determine if the word you chose has the same number of letters as the boxes provided.

d. Fill in the puzzle boxes one by one with the corresponding letters.

e. Proceed to Sentence 2, etc.



1.	beware
2.	slowly
3.	danger
4.	hurt
5.	carefully
6.	safely
7.	stop
8.	help

1. Always cross the street _____.
2. Do not enter a place with a _____ sign.
3. _____ of people you don't know.
4. _____ when the light turns red.
5. Sometimes you can _____ someone cross the street.
6. If you are careful, you will not get _____.
7. Eat your food _____.
8. Be careful, so you will get home _____.

Activity Sheet #25 - Unit VI

CALENDAR OF EVENTS

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 CHOIR AUDITIONS 3 P.M. AUDITORIUM	2	3
4 Mom's Birthday	5	6	7 TRIP to MUSEUM Bring lunch	8	9	10
11 Flea Market 12-6 P.M.	12	13	14	15 PUPPET SHOW 4 P.M. LIBRARY	16	17 FOOTBALL GAME 7:30 P.M.
18	19	20	21 WINTER CONCERT 8 A.M.	22	23 Class Party	24
25 CHRISTMAS	26 NO SCHOOL	27 NO SCHOOL	28 NO SCHOOL	29 NO SCHOOL	30 NO SCHOOL	31

Complete the Blanks

a. This calendar is for the month of _____.

b. The puppet show will take place on _____.

c. There are _____ days in December.

d. You have vacation from _____ to _____.

e. If you want to be in the choir you must try-out on _____ December _____ in the _____.

f. Don't forget to bring lunch on _____.

Underline the Correct Answer

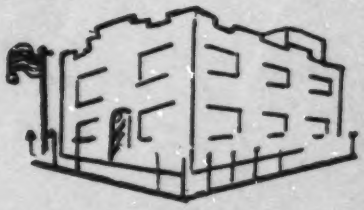
a. The football game is Saturday (night, morning).

b. The flea market is open in the (morning, afternoon).

c. The winter concert is (before, after) the class party.

ACTIVITY SHEET #26: ROBERTO'S SCHEDULE

□ ALWAYS ○ USUALLY ◇ NEVER △ SOMETIMES

ROBERTO □ PLAYS AFTER 

AT . HE □ MEETS HIS TEAMMATES AT THE

. HE ○ BUYS A OF , AND

HE △ BUYS A . ROBERTO AND HIS TEAMMATES ○

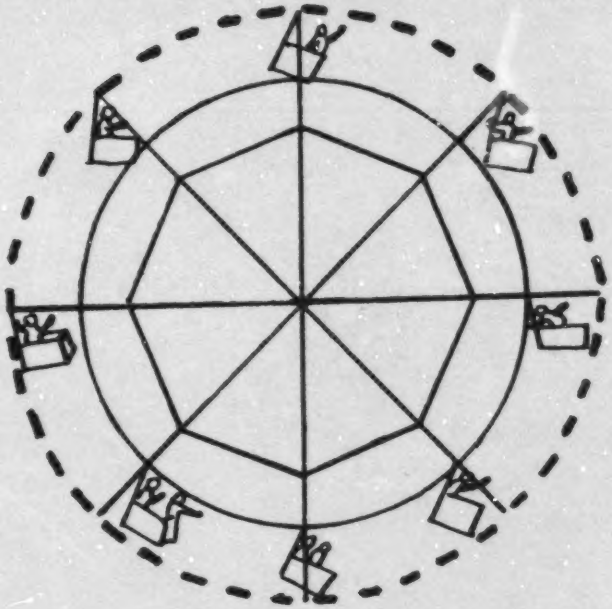
GET TO THE BY . ROBERTO IS

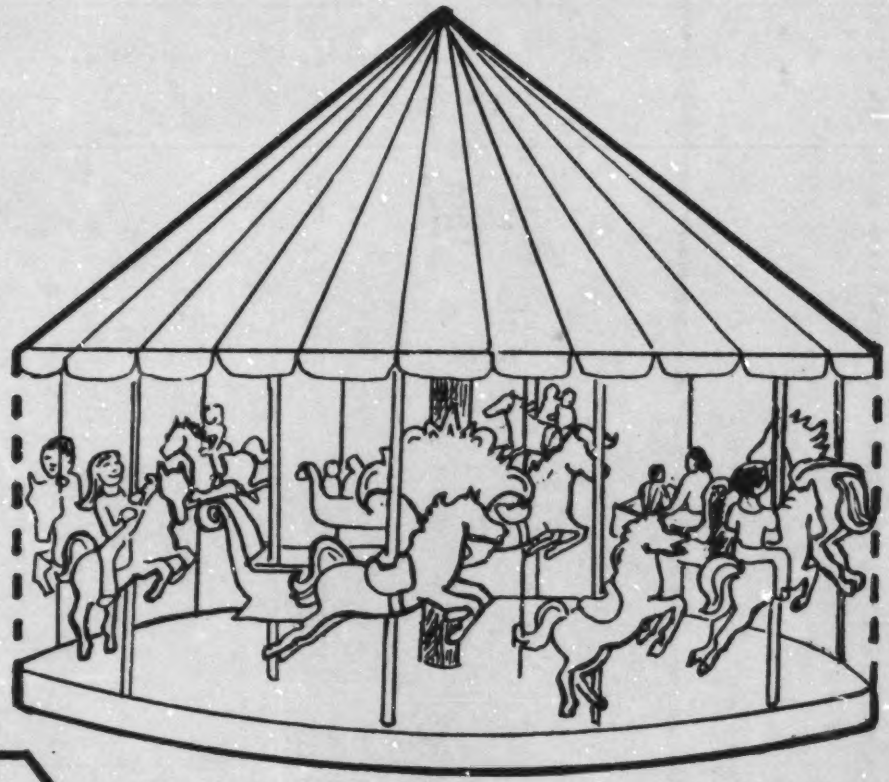
A VERY GOOD . THE CHEER WHEN

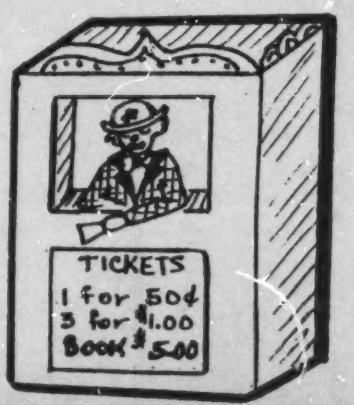
ROBERTO IS . HE ◇ LETS HIS DOWN .

ACTIVITY SHEET #27: THE AMUSEMENT PARK

DIRECTIONS: FIND THE CIRCLES, TRIANGLES AND SQUARES IN EACH PICTURE.







Activity Sheet #28 - Unit #VII

I. Idioms: Show up, Show off, Show down

Story

Sue Lee was involved in many activities. Her mother was very annoyed because, many times, she would not show up for dinner or chores. Sue Lee tried to do so many things that it was not always possible to do so much. Her mother suggested that they make a schedule that they could both be happy with.

. List activities that you feel Sue Lee is involved in.
. Write a dialogue between Sue Lee and her mother. Write out a schedule for Sue Lee based on the dialogue.

Complete the sentences below with: Show up, show down, show off,

a. I never _____ late for work.

b. No one likes a _____.

c. The _____ is tonight in Pete's house.

d. Will you _____ tonight?

e. Don't you want to _____ your new dress?

II. Familiarity with Sports Terminology

Find the best word in List B to go with List A. Write it next to the word in List A.

List A		List B
1.	Bowling _____	hoop
2.	Checkers _____	pool
3.	Football _____	board
4.	Baseball _____	pins
5.	Basketball _____	field
6.	Swimming _____	diamond
7.	Hockey _____	wall
8.	Ping Pong _____	bait
9.	Fishing _____	table
10.	Paddle ball _____	stick

Activity Sheet #29 - Unit #VII

I. Idioms

try outs	get on	caught up
cheer up	calmed down	little by little

A. Delia and Pablo are trying out for the cheerleading team. Pablo has tried to get on the team for two years. When the try outs were over, Delia ran away crying. Pablo caught up to her and said, "Cheer up, you'll make it next year." Delia calmed down.

Suggest ways for Delia to prepare herself for try outs next semester.

B. Using the idioms below, complete the sentences.

try outs	get on	caught up
cheer up	calmed down	little by little

a. I _____ with her after the show.

b. It's time to _____ the bus and I can't find change.

c. _____, Lynn, the teacher will be back tomorrow.

d. _____ I am learning the English language.

e. The _____ will be this week.

f. Victor has _____ since he's in that class.

II. Guess that Sport!

Directions: Identify the sports below from their description by drawing a line to match them.

A.	The referee decided on the fight.	Baseball
B.	The jockey held the reins tightly.	Bowling
C.	The player jumped high in the air to score.	Basketball
D.	The quaterback blocked the pass.	Fishing
E.	The racquet used is made of mesh.	Horse racing
F.	The out fielder caught the flyball.	Tennis
G.	The pins were all knocked down.	Boxing
H.	The worms were used for bait.	Football

ACTIVITY SHEET #30: CAREER PLANNING

MARY IT'S ALMOST GRADUATION TIME. HAVE YOU FILED A HIGH SCHOOL APPLICATION YET?
NO, I HAVEN'T I DON'T KNOW WHICH HIGH SCHOOL TO APPLY TO.
DO YOU HAVE A HOBBY, MARY?
YEAH, I LIKE TAKING PICTURES AND MAKING MOVIES.
WELL, THERE ARE MANY DIFFERENT JOBS IN THE PHOTOGRAPHY FIELD. YOU CAN BE A...
FILM DEVELOPER IN LABORATORY...
A PROJECTIONIST...
OR WORK WITH A CAMERA CREW FOR TELEVISION.
YOU CAN BE A NEWSPAPER PHOTOGRAPHER
OR WORK AS A CAMERA SALESPERSON.
DO YOU THINK I CAN MAKE IT?
OF COURSE YOU CAN! LET'S LOOK AT THE DIRECTORY OF THE PUBLIC HIGH SCHOOLS TO FIND A PROGRAM... HERE'S ONE NEAR YOUR HOME!
GREAT! I'D LIKE TO STAY NEAR HOME
I HAVE THE APPLICATION RIGHT HERE. WE'LL FILL IT OUT AND SEND IT TO THE SCHOOL.
THANKS, MR CHANG! I KNOW I CAN DO LOTS OF THINGS. MAYBE SOMEDAY I'LL OPEN MY OWN BUSINESS!

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ACTIVITY SHEET #31: CAREER PLANNING

DIRECTIONS: READ EACH FRAME AND COMPLETE THE DIALOGUE.

MARY IT'S ALMOST GRADUATION TIME. HAVE YOU FILED A HIGH SCHOOL APPLICATION YET?
I LIKE TAKING PICTURES AND HOME MOVIES.
WELL, THERE ARE MANY DIFFERENT JOBS IN THE PHOTOGRAPHY FIELD. YOU CAN BE A...
ZOOM
DISC
DO YOU THINK I CAN MAKE IT?
OF COURSE YOU CAN! LET'S LOOK AT THE DIRECTORY OF THE PUBLIC HIGH SCHOOLS TO FIND A PROGRAM... HERE'S ONE NEAR YOUR HOME!
Application
THANKS, MR. CHANG! I KNOW I CAN DO LOTS OF THINGS. MAYBE SOMEDAY I'LL OPEN MY OWN BUSINESS!

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ACTIVITY SHEET #32: WHAT SHALL I BE?

Activity Sheet #33 - Unit #VIII

CAREERS FIND-A-WORD

Directions: Circle the words from the list below

dentistry	clothing	wood working	animal care	law
radio	computers	baking	cartooning	art
theatre	nursing	ceramics	auto shop	sales
music	secretarial	jewelry	photography	media
accounting	drama	dance	fashion	catering

j l l m s e c r e t a r i a l m

a j a n f n o c d a n c a r l a

m e w o a m m a r c i s r t c c

u w r p s m p t a d m a t h e c

s e s c h e u e d e a l f e r o

i l t a i d t r i n l e g a a u

c r c r o i e i o u c s d t m n

s y l t n a r n d r a m a r i t

t a o o b c s g g s r h n e c i

a u t o s h o p h i e i c d s n

e a h n s d e f i n j j e y y g

i n i i b a k i n g m n l m m o

s t n n b p h o t o g r a p h y

s r g g d d e n t i s t r y f h

o n i m w c l o t h i n g e e i

w o o d w o r k i n g o p r s t

_____ _____

_____ _____

Activity Sheet #34 - Unit #VIII

Circle the correct prepositions and write them on the line.

I.

1. The photographer is far _____ the crowd.

from on

2. The projector is _____ the bag.

inside to

3. They all smiled _____ the camera.

in front of in

4. The guidance counselor sits _____ the window.

near down

5. The picture is _____ the table.

in on

6. I put the camera _____ the drawer.

between in

7. The camera shop is _____ the street from the bakery.

in across

II.

Unscramble the following words:

a. erhpragotohp p _ _ _ _ _ _ _ _ _ _ _ _

b. ioncatpplia a _ _ _ _ _ _ _ _ _ _

c. byboh h _ _ _ _

d. reaperp p _ _ _ _ _ _ _

e. opledev d _ _ _ _ _ _ _